

ATHLETIC JOURNAL

Vol. XXI, No. 9

May, 1941



An Analysis of the Pole-Vaulting
Form of Cornelius Warmerdam

Baseball as Taught at the
Louisville Baseball Clinic

M. W. Neu

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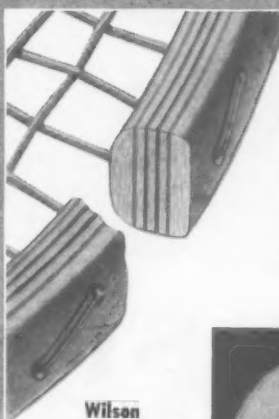
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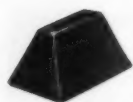
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A Mechanical Analysis of the Pole Vault

By Richard V. Ganslen
Central Y. M. C. A., Roanoke, Virginia



LAST month we left our discussion with the swing stage of the vault. In reference to the timing of the swing, specific emphasis was placed upon the fact that the swing must be delayed until the vaulter's body falls in line with the plane of the pole and emphasis was placed upon the use of the forward bent knee-snap and of the leading of the right leg which speeds up the swing and prevents the hips from lagging, thus bringing the vaulter's body in a better position for a quick pull-up.

The Swing-Up

Sketch three in last month's article provides a clear illustration of what should characterize the swing-up position. This swing-up or pre-pull position is characterized by the vaulter's body hanging in a position with the back approximately parallel to the ground, the knees and hips bent to an angle of ninety degrees, and the elbows slightly bent. Treated as a unit, the body might be said to be split by the plane of the pole; that is, the head, arms and chest of the vaulter are behind the pole and the hips and legs are in front of the pole.

One of the most obvious faults of inexperienced vaulters is their failure to roll back on the pole in the manner described and thus place their bodies in a position which will result in the maximum upward

forward lift as a result of the pull-up and turn. If the body is not rolled backward on the pole sufficiently before the pull-up is executed, the hips and legs tend to fly forward across the crossbar, instead of upward before it. In addition, the forward velocity of the pole itself will remain so high that the vaulter will invariably strike the crossbar before the turn can be completed. Regardless of the amount of speed generated by the vaulter in the swing and pull-up, if this essential phase of the action (rolling backward on the pole) is not properly executed, the pull-up and turn cannot be completed before some part of the vaulter's body strikes the bar.

At the completion of the swing-up the vaulter should pull his legs toward the pole, at the same time, executing a slightly backward roll on the pole, in preparation for the pull-up and turn. Experienced vaulters use several techniques to bring this about successfully. As soon as the take-off has been completed, some look upward toward the crossbar or sky. Others place strong emphasis on the right leg lead into the scissors of the turn which tends to roll the body up.

Timing of the Pull and Turn

A careful analysis of over fifty action strips of various vaulters indicates conclusively that the more successful jumpers pull up sooner than those not so successful.

For thirty vaults between twelve and thirteen feet, the average pull-up angle was sixty-nine degrees as contrasted with seventy-two and one-tenth degrees for the failures. Although this three-degree difference appears insignificant, actually the vaulter who pulls up at seventy-two degrees is one foot nearer to the crossbar than the vaulter pulling at sixty-nine degrees.

For maximum acceleration of angular velocity, the pull-up should begin as soon as possible after the body has passed the pole during the later stages of the swing-up. Inasmuch as the total elapsed time of the swing seldom exceeds .24 of a second, speed in the subsequent action is essential.

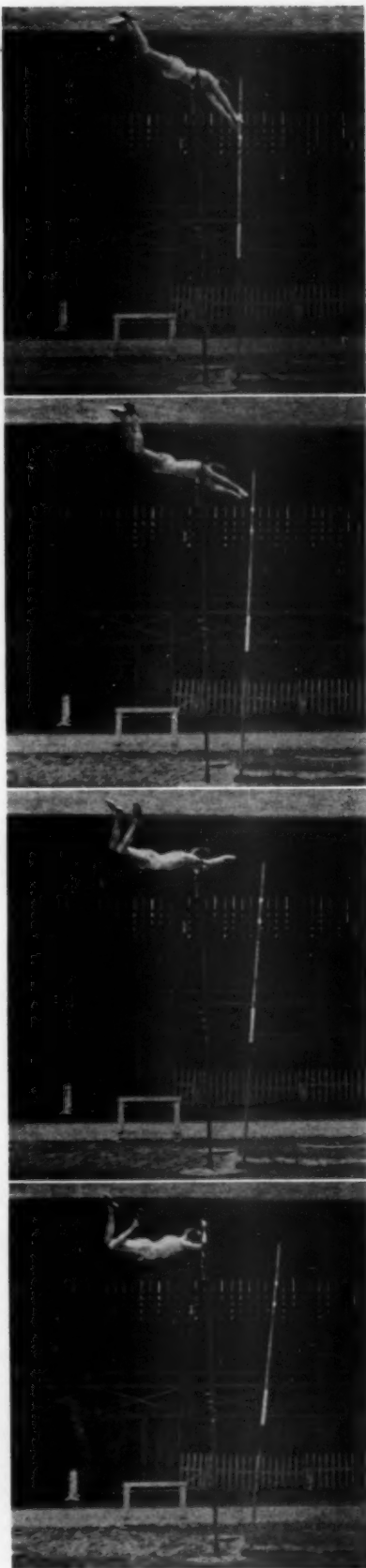
The value in maintaining a high swing velocity through the lengthening of the arms during the swing action is that there is a greater reserve of force to project the body upward in the hand-stand and the amount of muscular effort required to achieve this maximum height through vigorous push-up is decreased.

There are several factors which directly condition the extent of the swing: (1) The vaulter with the greatest running speed will have a high-swing velocity and can pull up sooner than the slower vaulter, thus allowing himself a greater amount of time to execute the subsequent turn, push-up and release. (2) The taller of two vaulters will have a greater moment of inertia around the center of rotation (handgrip) because of the greater distance between his center of gravity and grip on the pole. "The moment of inertia of a body being proportional to the distribution of the mass from the center of rotation," the pull-up can be executed sooner. (3) A vaulter using a higher handgrip than another will need to delay the pull-up slightly longer, so as not to decrease the forward swing momentum of the pole; the reason for this is that the vaulter is actually a pendulum swinging on with the pole at the point at which the pole is planted; increasing the distance between the take-off box and the center of gravity of the vaulter reduces the speed of the pole's swing. Again the principle of the pendulum applies where the "speed of rotation of a pendulum is proportional to the square of the distance from the center of rotation (box) to the vaulter's center of gravity."

By a clear understanding of these funda-

These views of the pull-up and turn illustrate very clearly what can be accomplished with a well-co-ordinated pull-up and fly-away release. Note especially the kick-up of the right leg and the two-handed push-up. The bar was at twelve feet, three inches, the handgrip eleven feet, four inches. (See illustrations on page 5.)

The side views illustrate progressive steps in the fly-away clearance. The pictures were taken at thirteen feet.



mental principles of momentum and rotational inertia, it is possible to predict what modifications in mechanics the specific vaulters of different sizes and shapes must adopt. The implications may be summed thus:

Taller vaulters can pull up sooner without a great loss in momentum, thus allowing them a maximum amount of time to execute the turn, push-up and release.

A tall vaulter will achieve the same efficiency in the vault with much less running speed than a shorter man.

In vaulters of equal height using different handgrips on the pole, the man using the highest grip must delay the pull-up longest. Short vaulters using excessive handgrips will encounter grave difficulties because of the necessity of delaying the pull-up to such an extent that insufficient time will be available for the final phases of the vault because; (1) The greater distance between the take-off box and the center of gravity, slows the upward swing of the pole; (2) There is a smaller amount of body inertia, due to the shorter distance between the short vaulter's hands and his center of gravity.

Careful study indicates that vaulters should begin the pull-up and turn at exactly the same time. Poorer vaulters invariably separate these phases of the vault action into two distinct movements and this can be considered one of the major faults in vaulting since these two phases must be integrated into one smooth motion.

Mechanically, all vaulters execute the turn with a scissors-like action of the legs, at the same time leading the action by turning the head and trunk to the left. Vaulters who have difficulty in executing a fast turn should check first on their leg action, and, if this appears to be working properly, they should try turning the head to the left as the pull-up is started.

Speed of the turn was emphasized by all of the authorities questioned. A slow turn does not allow the vaulter sufficient time to push up and the hips will strike the crossbar.

Failure at extreme heights can be traced directly to the failure of the vaulter to kick the legs up vertically before the crossbar during the turn. Many vaulters who begin this action properly become over anxious about the push-off and allow their bodies to flatten out over the crossbar and a miss results. At extreme heights (in excess of fourteen feet, four inches) the tendency of not kicking upward for a long enough period is very obvious and it is one of the major factors which prevents many fourteen-foot vaulters from jumping higher. A poor turn can usually be traced to the take-off, where a vaulter having a tendency to lean to the right rather than to the left, will swing away from the pole. This consequently slows the turn, and, at the same time, places the vaulter's arms in a very awkward position for an efficient

pull-up. The vaulter should attempt to keep the body as close to the pole as possible and the scissors action should be made across the pole as near around its long axis as possible, that is, vertically. A vaulter can master this spiraling action by grasping a rope over his head and pulling vertically upward, as if he were vaulting. The legs should not be allowed to spread apart during the scissors. The inner side of the thighs should be kept close together and as the right leg is driven upward, the left should be snapped backward and upward.

The Push-Up

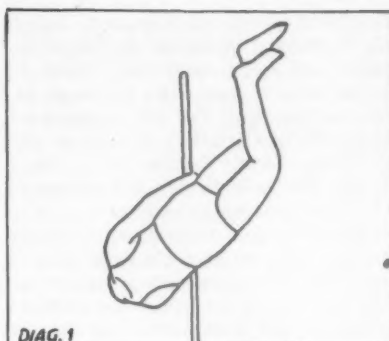
Although many successful vaults are executed without the use of a complete push-up as a result of an efficient and vigorous pull-up and turn, clearance of the bar at heights in excess of fourteen feet necessitates absolute perfection in this phase of the action.

It must be kept in mind by the reader what the objectives of the vaulter are in using the push-up. It should be remembered that a vaulter must not only raise his body higher during this stage of the vault but must also project it forward to carry the body clear of the bar; thus, a mechanical position which would give maximum efficiency as to height would not provide the greatest clearance efficiency. The vaulter must therefore choose a push-up angle which will raise his body to the highest point and, at the same time, not result in a complete loss of forward momentum.

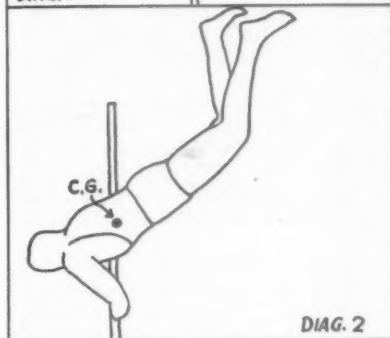
A careful examination of photographs of top-ranking vaulters indicates that, at the most critical moment during the push-up, the tip of the right shoulders of these men appears to be very close to the pole or in contact with it as shown in Illustrations 1 and 2. At the same time, the vaulters should hold their bodies in a semi-vertical position, thus throwing the center of body-weight nearer the pole and over the hands and shoulders. Many vaulters hold their weight back near the pole by folding the right leg backward as soon as the turn has been completed. Warner and Meadows are especially noted for this technique.

It was discovered that the average angle of push-up for twenty-six successful vaults was seventy-six degrees as compared with an average push-up angle of forty-eight degrees for twenty unsuccessful vaults.

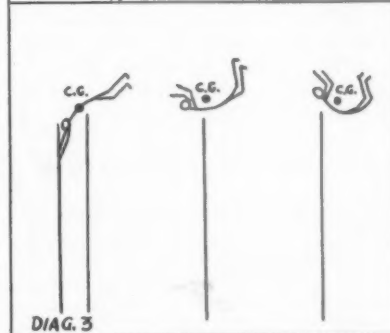
Basic to an efficient push-up position is a vigorous vertical pull-up and turn in which the vaulter rolls backward on his pole and kicks the legs vertically upward. A failure of the majority of vaulters to roll back on the pole sufficiently during the turn and pull-up is the major fault leading to an inefficient push-up. Diagram 1 which was traced from an action photo of Warner, present outdoor world's record holder, illustrates this principle very clearly.



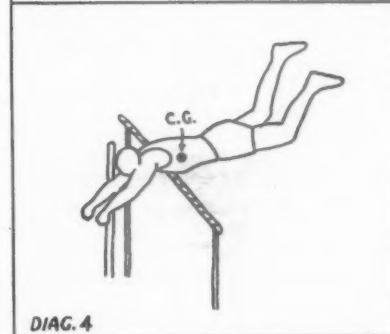
DIAG. 1



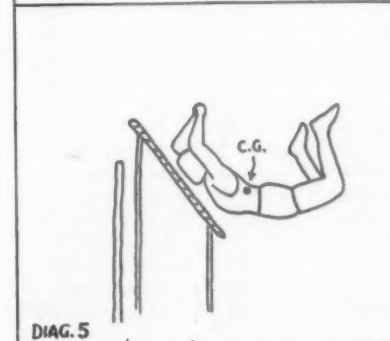
DIAG. 2



DIAG. 3



DIAG. 4



DIAG. 5

The more closely the vaulter can gather around the pole and the more vertical is the kick-up, the less likely will the vaulter kill the forward speed of the pole and greater height will be achieved; the more vertical the lift the more accurately must the standards be located.

Timing and Types of Hand Release

A study of vaulters in movie strips examined for this article and a study of action strips of a dozen national stars indicate that the men use two principal release styles: the two-hand release and the one-two, cut-away release.

In the two-hand release, both hands are released simultaneously while in the one-two, cut-away release, the left hand is released first.

Although specific variations in technique exist in different vaulters, the conditioning factor in this phase of the vault seems to be the speed of the turn. Vaulters who continue their turn after the release has been effected use the cut-away release. Vaulters who emphasize the close-together position of the hands, a highly recommended procedure from the mechanical viewpoint, the jack-knife or arch-clearance, use the two-hand release more frequently.

The chief faults of inexperienced vaulters in timing the release are: (1) They tend to arch the body prematurely over the bar; (2) When the push which raises the chest, arms, and shoulders upward is executed, the reaction, which tends to cause the legs and hips to drop or rotate around a theoretical axis, causes the abdomen or thighs to strike the crossbar. The vaulter must, therefore, complete the push-up and release while his hips and legs are still traveling in an upward direction. This tendency of delaying the push-up and release too long while the hips drop into an

Diagram 1 — Warner showing the gather-around. This position is basic to a good push-up. Note the upward drive of the right leg and the even balance of body weight.

Diagram 2 shows the correct push-up position. Note how the body weight is held close to the pole and the legs are driven upward. The pole provides a solid support in this position.

Diagram 3 shows progressive steps in the fly-away clearance. The fly-away is the most difficult to master but gives greater clearance area.

Diagram 4 shows the start of the fly-away. Note how the legs are held up; note also the start of the arm-whip. The sketch is from an actual 14' 5"-vault.

Diagram 5 shows the reverse jack in the fly-away. The flip-back of the arms and legs forces the abdomen forward but clears the chest. This is typical of the style used by Dills, Brown, Graber, Sefton, Warner and Ganslen.

acute arch or jack-knife position is fatal in the greatest percentage of cases.

Clearance Style

Ten or fifteen years ago the fly-away clearance style was virtually unrecognized. Constant experimentation with this clearance style indicates conclusively that a perfect fly-away clearance style, combined with properly executed preliminary movements, is the answer to consistent vaulting over fourteen feet, four inches and to a recorded vault of more than fifteen feet.

In forty-five vaults analyzed during the research, twenty-five vaulters used what would constitute the fly-away clearance style, which may be characterized by a slight arch of the body over the bar near the completion of the push-up then, a reverse arch of the body after the release with a backward, upward folding of the legs and a backward, upward throw of the arms as shown in the accompanying sketches and photos.

All of the records to date in excess of fourteen feet, six inches, both indoors and outdoors, have been successfully made with a fly-away clearance style, Warmerdam's two vaults of over fifteen feet, Sefton's and Meadows' vaults of fourteen feet, eleven inches and Meadows' indoor records at fourteen feet, six and seven-eighths inches and fourteen feet, seven inches.

The chief weakness in the fly-away form as illustrated here is the difficulty involved in its mastery. Seldom is a polished fly-away clearance found in vaulters who have not had five or six years of big-time vaulting experience.

If the vaulter uses the jack-knife clearance style, he applies a principle which, in theory, is relatively sound, but which, in practice, can be given credit for preventing more rapid progress of the pole-vault record. The use of this clearance style is based upon the supposition that, "by executing a jack-knife, the vaulter can cause the center of gravity of the body to fall so far outside of the body that the vaulter may clear the crossbar without the center of gravity passing above the crossbar." Although the center of gravity of the body can be displaced three inches or more in this manner, the amount of space remaining between the thighs and chest becomes so small that the chances of some part of the body striking the crossbar is almost certain. Thus, a miscalculation in the timing of the action or misplacement of the vaulting standards of one inch, may prove disastrous. Few athletes in any sport can time action as fast as that required in the pole vault perfectly for a given number of trials. The chance error using this technique is very great. Mechanically speaking, if the body is jacked materially before the push-up is completed, the reaction of the push-up, which is supposed to raise the body higher, only

tends to cause the body to rotate around the theoretical point of the center of weight and greater inefficiency results.

The arch-clearance style is a more recent outgrowth of the old recommended jack-knife, in which the vaulter flexes only the trunk slightly before the release is made. This style should first be mastered by beginners before an attempt is made to master the much more difficult fly-away action. This style of clearance gives a great area of clearance, allows more leeway in timing of the release and standard placement and is relatively easy for the average vaulter to perfect. Much inefficiency may result in this form if the vaulter drops the hips and legs too far before the push-up is completed. Here is found the same weakness as that inherent in the jack-knife style. This is the most common error found in vaulters using this clearance style. *The legs and hips should not be dropped below the level of the crossbar before the push-up has been completed.*

The unjacking or fly-away action in the fly-away clearance style, does not raise the center of gravity any higher than it would normally rise, but the vaulter is allowed a fraction of a second longer to clear the chest and arms which tend to drag through at extreme heights, by flipping the abdomen forward and the head, chest and arms upward and backward.

How High Can a Vaulter Hold

Until a few years ago the consensus of vaulters was that a handgrip, exceeding twelve feet, six inches from the top of the box to the level of the crossbar was too high, and a vaulter would not be able to execute a successful take-off. About five years ago, the vaulters who have only recently come into prominence, began to experiment with handgrips of this nature. Although all of the present ranking vaulters do not use this high handgrip, there is a definite trend in that direction.

It is important to point out the difference between a handgrip and an effective handgrip. A handgrip on the pole of thirteen feet must be corrected for the drop into the trough. Therefore, the effective handgrip is only twelve feet, four inches.

The high handgrip was first displayed with great effectiveness by George Varoff at the Nineteen Thirty-Six National Outdoor Championships when he set a world's outdoor record of fourteen feet, six and a half inches with a handgrip, twelve feet, ten inches (effective grip twelve feet, two inches). This high handgrip, ranging from twelve feet, eight inches to thirteen feet, two inches was subsequently experimented with by such men as Dills, Day, Meadows, Warmerdam, Padway and the writer.

On July 4th, 1940, Cornelius Warmerdam set a new world's outdoor record of fifteen feet, one and one-eighth inches with

a handgrip of thirteen feet, two inches (effective handgrip twelve feet, six inches). Warmerdam raised himself two feet, seven inches over the height of his highest hand. Warmerdam has the following to say concerning the maximum handgrip that he believes usable:

"I think that thirteen feet, six inches may be held successfully. However, it would take a vaulter with exceptional speed and height. (Warmerdam is six feet, one inch). Thirteen feet, two inches is as high as I can hold." (Warmerdam bettered this record with a vault of fifteen feet, two and five-eighths inches on April twelfth.)

Carl Merner, Columbia University coach, states: "The height of the handgrip depends upon the individual, his height, speed and ability to spring from the ground. I think that thirteen feet, six inches would be possible."

Frank Hill of Northwestern University states: "Will vary greatly with the height, weight and physical conformations of the vaulter."

Earle Meadows world's indoor record holder states: "Dependent upon the type of vaulter, all things being equal, I believe thirteen feet, six inches is the limit, that is, with the pole allowed to travel to an upright position."

Meadows believes that Warmerdam's success with the high grip can be traced to his excellent scissors action in the turn.

Bill Sefton set a world's outdoor record of fourteen feet, eleven inches with a handgrip of twelve feet, eight inches or an effective grip of twelve feet; thus, he was able to raise himself two feet, eleven inches over his hands. It seems pertinent to mention that Sefton possessed exceptionally long arms.

The three major factors which govern the efficiency of the vault, when a high grip is used may be said to be (1) perfection of mechanics or timing; (2) physical stature of the vaulter; (3) speed of the approach and take-off.

If an exceptionally high grip is used, the center of gravity of the vaulter is a greater distance from the take-off box, and thus the speed of the arc of the pole, which is a pendulum is decreased because of the increase in distance from the take-off box to the vaulter's center of weight. It is, therefore, necessary for the vaulter to delay the pull-up sufficiently to conserve as much of the pole momentum as possible to bring it to a vertical position.

It seems quite reasonable to expect some vaulter who has perfected his timing to use a grip of thirteen feet, six inches and, if he can successfully push up from this handgrip two feet, six inches, he will have set a new world's record of fifteen feet, four inches. This is quite feasible.

All of the men questioned in reference to the handgrip emphasized the need for extra height, a fast approach and perfect timing. The vaulters whose jumps were



Illustration 1

Ganslen about to clear fourteen feet in the 1939 I.C.A.A.A. Meet. Note especially the kick-up of the right leg over the bar, the position of the right shoulder, the close-together position of the hands and the start of the snap-back of the left leg.

analyzed never approached the take-off at a speed in excess of a rate of eleven seconds for the hundred yards, but in all probability, the ranking vaulters frequently approach the take-off at a speed approximating 10.5 seconds for the hundred yards.

Velocity and Performance

It was discovered in analyzing the jumps of various performers, that the better vaulters were able to clear thirteen feet, six inches running at a speed which did not exceed twenty feet per second. This indicates rather conclusively that "perfection in timing" is the essential factor in vaulting and not a high take-off velocity. The prominent vaulters had the following to say concerning speed.

"Depending upon the vaulter and what height he is jumping. A good man can maintain a constant speed and vary his action." *Sefton.*

"Velocity is all important at maximum heights. No matter how excellent the form is, you must have enough speed to carry your body across the crossbar line." *Warmerdam.*

"Highly important. Greater speed gives greater range of control on the runway as action in the air." *Frank Hill.*

"This depends upon the type of individual. Extreme heights cannot be cleared without it. Velocity on the runway and that gained by the bend of the pole coupled with the pull of the athlete's body to the bar, must be co-ordinated in unison with the height one has reached." *Meadows.*

It is quite evident from the research data and the opinions of these authorities that the essential factor in the use of speed is controlled speed. It may be honestly stated, that the majority of vaulters use speed out of proportion to their ability to

control it. Unless the vaulter is in perfect physical condition and his reflexes are working at top speed, it is advisable to run more slowly and to bring the standards in slightly. The experienced vaulters can recognize early in the competition how their reflexes are working and therefore modify their approach accordingly. The greater natural running speed the vaulter has, the better able he is to relax and stride up smoothly to attain a minimum amount of speed and thus eliminate the tension which tends to destroy the smoothness of his action.

1941 Indoor Campaign Experiences

During the current indoor season Ken Dills, Earle Meadows, and the writer frequently discussed their experiences of the different meets as regards the mechanics of vaulting. These conclusions were reached: (1) There is a definite tendency of even the most experienced vaulters to use speed out of proportion to their ability to control said speed. (2) The unconscious shortening of the last stride and running without too long strides are essential to a smooth plant of the pole and take-off. Many vaults were missed due to pressing during competition and stretching out in the run. (3) In one meet where a shallow box (five inches) was encountered, a vaulter who accentuates the springing take-off was at a distinct advantage as contrasted with a vaulter, using a swinging take-off and a constant handgrip. (4) A failure to continue the swing-up and right-leg kick-up at heights in excess of fourteen feet, six inches is a major fault and is due probably to over anxiety. (5) The single factor which is most vital in clearing any height is the absolutely perfect placement of the standards. For fast fly-away action vaulters, the standards should be placed approximately ten to twelve inches from the pole held in a vertical position for vaults up to thirteen feet, six inches. At heights in excess of fourteen feet, four inches, the bar should be between three and six inches out. Meadows set a world's indoor record of fourteen feet, seven and one-eighth inches under approximately these conditions with a handgrip of approximately twelve feet, eleven inches (effective handgrip twelve feet three inches). Dills and the writer vaulted fourteen feet, five and three-quarter inches

THIS article concludes the study on the Technical Analysis of the Pole Vault begun in the April issue. These two articles are condensed from Mr. Ganslen's thesis now on file in the Springfield College Library. Very rarely do athletes makes as careful and thorough a study of the event in which they participate in athletics as Richard Ganslen has done. Mr. Ganslen has now been called into the army from his work as physical director at Roanoke Y.M.C.A.



Illustration 2

Day clearing fourteen feet. Note the position of his hands and low left shoulder; that his right leg is being folded back to throw his weight over the pole. Day is one of the few vaulters capable of drawing the pole in under his body effectively from this position.

with a handgrip, twelve feet, ten inches. Meadows, Dills and the writer had approximately fifteen separate attempts to set new world's records at heights ranging from fourteen feet, six inches to fourteen feet, nine inches. At no time was the failure to clear due to the inability to get the height, but was due to an inability to get the vaulting standards placed perfectly to fit the individual vault.

Recommendations

(1) Develop a consistent style and work only with that style until every phase of it has been perfected. Do not copy some other vaulters whose physical characteristics differ.

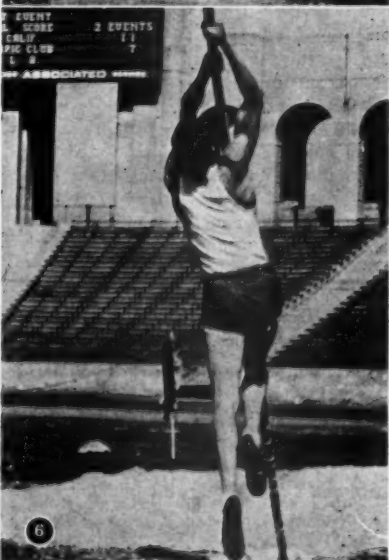
(2) Use speed only in proportion to control and consistent with the conditions you are vaulting under.

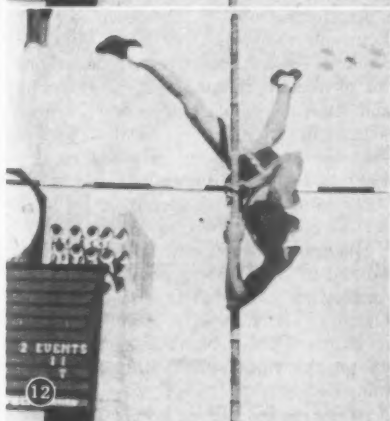
(Continued on page 34)

An Analysis of the Pole-Vaulting Form of Cornelius Warmerdam

IN the accompanying pictures of Cornelius Warmerdam, several points emphasized in the preceding article are illustrated to advantage.

Warmerdam carries the pole about shoulder height. Here he has lowered his pole on his second last stride. In Illustration 5 he has planted the pole directly in front of his body and is in the act of taking off. In Illustrations 6, 7 and 8, he is using an excellent swing. Notice that he does not start his pull-up until his feet are about even with the hips (Illustration 9). In Illustration 10, he is keeping the pole in close to the body where he can now apply a maximum use of the pull-up. Illustration 11 shows a good leg shoot. Il-

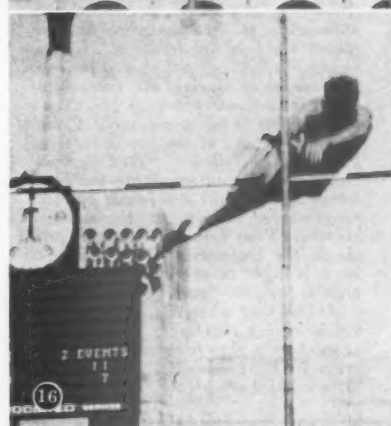
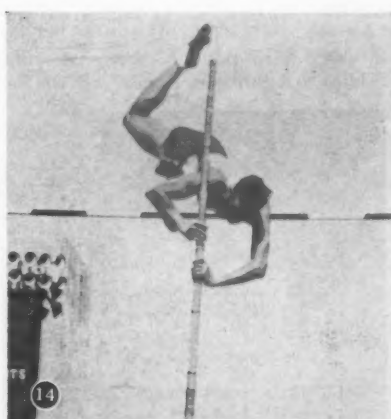




Illustrations 13, 14 and 15 show a good arm finish. Notice that during all of this procedure he has kept the pole in close to the body where he can apply better leverage. Illustrations 16, 17 and 18 show the release and cast-off. In Illustration 19, the right arm is being swung clear of the crossbar. Illustration 20 shows the landing.

Warmerdam held the pole at twelve feet six inches to clear a height of fifteen feet. This is an action taken at thirteen feet six inches.

Credit for this excellent series of pictures is given to Athletic Films, Hollywood, California.



Baseball as Taught at the Louisville Baseball Clinic

By M. W. (Bill) Neu
Baseball Coach, Male High School, Louisville

IN the preceding lessons which have appeared in the February, March and April issues, I have covered the assignments that we give our leaders for instructing the youngsters in batting, pitching, catching (February issue), play of the outfield, base and home-plate sliding, bunting, first-base play (March issue), second-base play, shortstop, base-stealing, and base-running (April issue).

In these final lessons, I shall include our suggestions on third-base play and umpiring. The readers of this series of articles will remember that in my first article, a Community Baseball Program (December issue), I stated that our squad leaders are young ball players of the city. These squad leaders umpire our games during the regular juvenile summer program. We have found that the suggestions on umpiring made by Mr. Ryan in the following paragraphs are welcomed by our young umpires and players and make for uniformity in officiating.

Lesson Seven

How to Play Third Base

Third base is one of the most difficult positions, for some players and the easiest for others. From the former analysis one can readily see that, since the third baseman plays closer to the batter than any infielder with the exception of the pitcher whose duty it is to field balls driven from the bat at a terrific rate of speed.

On the other hand, those who think third base is easiest are those who have courage and feel that they will be expected to field only those balls that they can reach.

To play third base, one should have a stocky build, above average in height, a strong throwing arm, and the ability to figure out the batter's intentions, before he hits the ball.

Fielding bunts gives the third baseman the most trouble. A batter is always a potential bunter until he has two strikes. Then, he may even take a chance with the odds against him. With this never ending threat, the third baseman is drawn in close to the batter, thus increasing the possibility of balls driven past him, while those hit close to the base line often result in extra base hits.

Taking for granted that the third baseman does have a strong throwing arm, he should play as deep as possible, thus en-

abling him to throw out batsman on balls that would otherwise go for safe hits and giving him an opportunity to knock down balls that would go for extra base hits.

Probably the hardest play required of the third baseman after being crossed up by a batter who bunts the ball while he is in deep third position, necessitates the fielding and throwing from a fast run to-



M. W. Neu

THIS article completes the series of articles by M. W. Neu, baseball coach at Male High School, Louisville, Kentucky. The Athletic Journal is grateful to Mr. Neu for this opportunity to pass on to its readers the many worth-while suggestions contained in the series. The fact that the average weekly attendance at the Louisville baseball school was four hundred and sixty-one youngsters between the ages of thirteen and seventeen during the summer of 1940, is concrete proof of Mr. Neu's contribution to his community. A quotation from one of the letters received by Mr. Neu follows: "Our Baseball Association is contemplating the institution of a juvenile and junior baseball program for the city for the summer months. Your very commendable article in the December, 1940, issue has been brought to my attention. With orchids for your fact-revealing article."

At this time when the Athletic Journal is hoping that every coach is now at work on a plan for a recreation program in his community this summer, these articles are highly recommended.

ward first in an effort to throw out this clever batter.

Another duty of this baseman is to hold the runners as close to third as possible, in the event of possible squeeze plays or the possibility of a theft at home.

The third baseman, because he is in a better position, handles all fly balls between third and home plate which might be handled by the pitcher or catcher.

A well-worked-out set of signals between the third baseman, pitcher, and catcher often result in put-outs of runners who venture too far and those who are carelessly slow in returning to the base.

Umpiring

It is the writer's opinion that a series of articles on baseball fundamentals would not be complete without the listing of a few helpful hints to the umpire. In the collecting of this material, I sought a few facts from W. J. "Babe" Ryan of Louisville, chairman of the Municipal Athletic Association, who is the originator of and instructor in one of the oldest and still-functioning umpires' and scorers' schools in the country. "Babe" told me that the first umpires' school started in 1906 and the scoring school began five years later. This is merely a hobby of Mr. Ryan's and there is no fee charged.

His graduates are now working or have worked in the Western League, American Association, Piedmont and Central Leagues. Each spring several "grads" return to "Babe" Ryan's sessions to brush up on the rules and to thrash out any rule changes.

In advising young umpires or prospective umpires, Mr. Ryan listed several points:

1. The most important thing is a thorough knowledge of the rules.

2. Umpires should keep their eyes everlastingly on the ball while it is in play. It is more vital for them to know at just what spot the ball falls or at what point the thrown ball finishes than it is for them to know whether a runner misses a base. They should not call the plays too quickly, especially at first base; nor should they turn away too fast when a fielder is throwing to complete a double play. They should watch out for those dropped balls after they have called a man out.

3. Umpires should make it a point

always to be on top of a play. If they are right over the play and miss it, they are far more likely to get away with such a decision than if they never move and make their decision at a fifteen or twenty-foot distance.

4. After an umpire makes what appears to be a mistake, and then on his next decision favors the team against whom the mistake was made, many foolish fans say the umpire is simply evening up things. That is all wrong. No umpire who ever succeeded adopted such a policy for a minute. It is bad enough to have made the first mistake. To even up, simply adds another blunder.

5. An umpire should impress the players with the idea that he is the boss, that he intends to run the game with a firm hand. The players will then let the umpire run the game, but if they are given the idea that the umpire can be swayed, they will eventually run him out of the game.

Mr. Ryan continues with advice to young players, urging them to study and know the rules, thus giving them greater opportunity for smart playing.

The player who argues is very apt to get his mind off the game, thus hurting his play. A player should not attempt to bawl out an umpire any more than an umpire should bawl out the player. Players should learn to co-operate with the men in blue because courtesy and respect often pay dividends when a player asks for courtesies from the umpire.

The player and umpire are inseparable. Each depends upon the other, each has his part to play; a close co-operation calls for a better game.

Lesson Eight

To stimulate interest in fundamentals of baseball, the following skills termed *Fundamental Skill Contests* were worked out to include: time in circling bases; sliding; pitching; catching and throwing; batting; best infielder; best outfielder; and bunting.

Each clinic member is encouraged to compete in each of the contests but no one boy is allowed to win more than two awards. In the event that one boy wins first place in more than two events, the award in the third event would automatically go to the youngster that has the second highest score.

To allow for equal opportunity, the boys are divided into three age-groups, namely, thirteen and under; fourteen to fifteen inclusive, and sixteen to seventeen inclusive. Each group has its champions and awards, totaling twenty-four awards.

Baseball Contests

Base Circling for Time

A stop watch is needed, preferably one registering tenth seconds. A contestant

assumes the batter's position in the right or left batter's box. A ball is delivered from the pitcher's box at a moderate rate of speed. The batter bunts or hits, then starts his base-circling test touching first, second, third and, as his foot touches home plate, the watch is stopped. The watch is started the instant the bat contacts the ball. The batsman must remain in the batter's box until the ball is hit. To throw the bat at the ball is not permitted. The contestant's time is recorded on the score sheet. Diagram 1 illustrates base circling.

Sliding—The Hook Slide

Two methods are taught. The contestant may use either of the following methods: In the first, one leg and foot are raised free of the ground, as the other toe moves toward and hooks the base. In the second, the free leg is completely flexed at the knee and under the leg which toe-hooks the base. This method assures a faster get-up in the event of an overthrow or error on the part of a baseman.

Each contestant is given five trials—two on the left of the base, two on the right of the base and the fifth at the place the contestant may choose. Each slide is graded either good, fair or poor and the contestant receives three, two and one points respectively.

Judges grade according to standards, demonstrations and pictures of good, fair and poor form in sliding. It is well to have the same judges handle all the sliding, as this will prevent a difference of opinion between different judges. In large classes these judges may pass from group to group.

If there is difficulty in selecting a winner after competitors have been reduced to a very small number, it is well to require competitors to slide to either side of the base on a split-second notice,

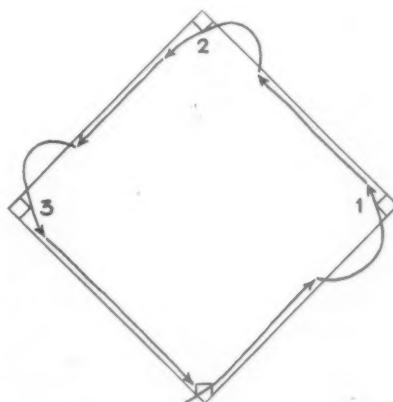


Diagram 1—The correct way to run bases. The watch is started as the bat hits the ball and is stopped as the foot of the runner, after tagging first, second and third, touches home plate.

that is, as the runner approaches a spot approximately twenty feet from the base, a baseman will be thrown a ball which he places to the left, right, in front of, or behind the base. The runner must slide away from or evade the ball to prevent being tagged as he contacts the base.

Pitching

The contestant must assume the correct position in the pitcher's box. The delivery to the plate is to be at a normal rate of speed. Each contestant throws ten times and each pitch is recorded on the contest card as (S) for strike (B) for ball. A batter should stand in the batter's box with the umpire or checker standing behind the catcher. Pitching frames placed at the plate are very valuable and helpful in this event. (See Diagram 2). In final competition contestants will be required to throw at various corners of the plate.

Catching

Judges base their awards on form, skill and general catching ability in estimating points allowed. Each contestant is required to make five throws, three to second, one to first and one to third. Contestants are required to throw under game conditions, wearing a mask and with the batter in the right or left batter's box. The batter is requested to swing at the tosses from the pitcher to the catcher, and to hit them occasionally.

Throws are judged in the following way: Three points, if the receiver catches the ball, while straddling or with one foot in contact with the base; Two points, if the receiver catches the ball with at least one foot within the circle of the two and a half-foot radius (one step) from the center of the base; One point, if the receiver is not more than seven and one-half feet (approximately three steps) from second base or not more than five feet (two steps), while throwing to first or third; No points, if the throw is made by the receiver more than the regulation distances from either of the bases.

Circles with a two and a half-foot, five-foot and a seven and a half-foot radius at second base, two and a half, or five-foot radius at first and third bases increase objectivity and validity of this test.

Batting

Each contestant is given five strikes from the right or left batter's box. The balls are to be thrown from the pitcher's box at a moderate rate of speed and must be of a straight-ball variety. The squad leader acts as the umpire. Scores are recorded as follows: Three points for good solid hits, consisting of line drives, long flies or sharp ground balls; Two

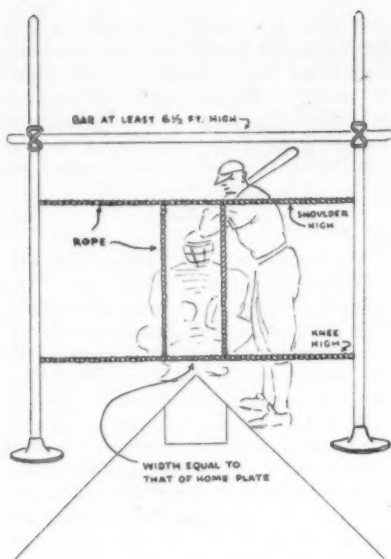


Diagram 2—Pitching frame.

points for fly balls of moderate distance out of reach of an infielder and for ground balls and drives of moderate force; One point for slow-rolling ground balls, for fly balls anywhere within fair territory and for any type of batted ball that goes into fair territory; No points for pitches that cross the plate in the strike area that the batter makes no attempt to hit, and for foul balls. Care to score each attempt will prevent disputes as to the number of trials each contestant is allowed.

Infielding

Each contestant is permitted to choose the position that he wishes on the infield. Each one is given five chances to catch and throw to the designated bases. The balls are hit at a moderate rate of speed from the batter's box.

1. Should the contestant choose *first base*, he must catch and make one throw to first with the pitcher covering, one to second, two throws to third and one throw to the plate.

2. If *second base* is the choice, one throw is required to second, one to first, two throws to third and one to the plate.

3. The *shortstop* is required to make one throw to third, one to second, two throws to first and one throw to the plate.

4. The *third baseman* must catch and throw one time to third, one to home plate, one to second and two times to first base. The scoring is as follows: Three points for making a good stop and an accurate throw to the base. The baseman must catch the throw in a straddle position over the base or with one foot contacting it; Two points for a good stop but a poor throw to the designated base. The throw must be caught with one foot within the distance of a two and a half-foot radius (one step) from the base;

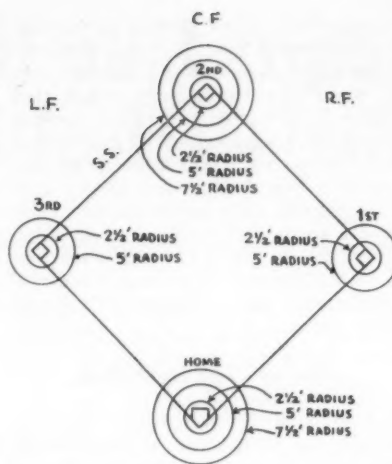


Diagram 3—Chart to be used for contests in catching, infield and outfield play.

One point for (1) a good stop but a poor throw, not more than a five-foot radius (2 steps) from the base, (2) fumbling the ball but making a good throw to base, that is, a baseman may catch the throw while in a straddle position over the base or with one foot contacting it; No points for a missed ball or if the ball is thrown out of reach of the baseman.

Note: The contestant will be given additional tries on balls that are driven out of his reach. Effort should be made to play every ball.

Outfield

Each contestant is given an opportunity to field five fly balls. After completing the catch, he must make one throw to each of the bases and two throws to home plate. The scoring method used for throws following the catch in the para-

Baseball Skill Contests—Squad Card

Leader— John Doe Squad No. 22		Base Circling for time in seconds	Sliding	Batting	Bunting	Outfield	Infield	Catching	Pitching
Age	Name								
14	Player A	18.	222 12	333 23	011 23	230 01	222 32	101 32	SSB SSBB SBB
15	Player B	17.4	111 10	020 31	033 03	013 21	222 33	213 10	SSBB BSB BBB
15	Player C	15.9	1110 1	023 23	033 13	332 21	023 31	312 23	SSB BSSB SBS

Master Score Sheet—Clinic Champions

Event	Age Group	Name	Address	Time	Score
Time in circling bases	13-under	Player A		18.2	
	14-15	Player B		16.5	
	16-17	Player C		15.6	
Sliding	13-under	Player D			11
	14-15	Player E			10
	16-17	Player F			10
Pitching	13-under	Player G			7-3
	14-15	Player H			S B
	16-17	Player I			
Catching and throwing	13-under	Player J			11
	14-15	Player K			13
	16-17	Player L			10
Batting	13-under	Player M			13
	14-15	Player N			13
	16-17	Player O			12
Best infielder	13-under	Player P			15
	14-15	Player Q			15
	16-17	Player R			15
Best outfielder	13-under	Player S			15
	14-15	Player T			15
	16-17	Player U			10
Bunting	13-under	Player V			10
	14-15	Player W			13
	16-17	Player X			12

graph on catching is to be used for this event, that is, the circles are to be of two and a half-foot radius, five-foot radius at the bases and seven and a half-foot radius at home plate.

Because of the greater distance to throw, more leeway is given on throws to the plate. If the contestant misses the ball or completely throws the ball out of reach of a baseman, no points are allowed.

Bunting

Each contestant is given five trials. The ball is delivered from the pitcher's box at a moderate rate of speed. The batter should show good form in bunting and his run to first base should follow

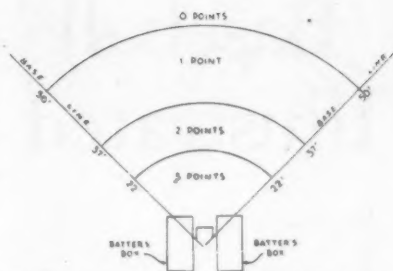


Diagram 4—Chart showing method of scoring bunting contest.

the fifth attempt.

The scoring of this event, illustrated in Diagram 4, is as follows: Three points,

if the ball does not roll past the twenty-foot arc; Two points, if the ball does not roll past the thirty-five-foot arc; One point, if the ball does not roll past the fifty-foot arc; No points, if the ball is missed, if fouls are bunted, or if a strike is allowed to cross the plate without the contestant attempting to bunt it.

Note: In final competition or when contestants are very even in ability, they should be required to bunt toward the base that the coach or leader may designate just as the ball is being delivered. This will increase the skill of the contestant and the coach or judges may be able to select quickly the contestant who is the most accurate under pressure.

Defenses for the Double Steal

By Sidney W. Hale

Tallmadge, Ohio, High School

WHEN properly used by an aggressive team, the double steal becomes a devastating offensive weapon. Especially is this true when it is used against a team that has not been schooled to stop it with something that approaches clocklike regularity.

To stop this offensive thrust, there are two or possibly three ineffective methods commonly used today that are hit-and-miss affairs (mostly miss). First, I shall briefly describe the methods used by unschooled and inexperienced ball clubs and later, by way of contrast, suggest workable methods.

When the runner on first starts to second (in the ensuing cases let us assume that the batter is right-handed), the runner on third bluffs his steal towards home as the catcher throws, and then, quickly and safely, scrambles back to third. The defensive second baseman, seeing the runner on third start toward home, moves in and cuts off the throw from the catcher and relays it back where no one is attempting to score. The shortstop is left covering second base. As a result, both offensive runners are safe, and the defense is quite perturbed at getting no one. This method often causes confusion and increases the possibility of error due to the multiple ball-handling involved.

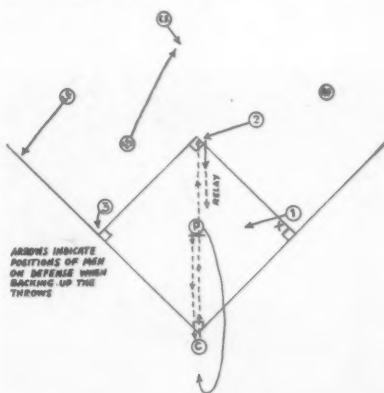
Another futile attempt for stopping the double steal is made when the catcher bluffs a throw to second and then pegs to third base. Here the ineffectiveness lies in the fact that a bluff, on the part of the third-base runner who can easily get back safely, will make the catcher look bad when he fails to get any one. Frequently, one or both runners score on this method because of poor throws and errors ensuing. Too many bad pegs or failure to get that third-base runner may

AT Ohio State University Mr. Hale played on the baseball team for three years and was winner one year of the coveted Porter Runmaker's Cup, which designated him that year as the most valuable player on the baseball team. Mr. Hale received his bachelor degree at Ohio State and his master's degree at the University of Pittsburgh.

demoralize or shake the confidence of your catcher to such an extent that he will not throw as he normally should. Woe be to the ball team whose catcher is afraid to throw the ball.

The last and possibly most futile method to stop the double steal is to have the catcher peg the ball quickly to the pitcher who, in turn, attempts to pick off one of the runners. This method is too naive to catch an educated baserunner, not even discounting the liability to error from too much ball-handling.

What the majority of experienced baseball teams and coaches consider the most effective means of breaking up the double steal is described in the succeeding paragraphs.



First, the pitcher should hold the runners close to their respective bases, and when he delivers the ball, the catcher anticipates the catch and starts a bona-fide throw to the second baseman who has covered second base. The shortstop should back up the play at second at least by fifty feet. During the interval in which the catcher is starting his throw, he should look directly at the third-base runner. If he is a considerable distance off base, the catcher should bluff his throw to second and then whip it down to the third baseman. The catcher should not press too hard on his throw, for accuracy and moderate speed count here.

If the third-base runner is standing still, determined to run as the catcher starts his throw, and is watching to see what will happen, the catcher should continue his already started peg completely through to the second baseman, who is ready at second base for the runner coming from first. Should the runner attempt to steal for home, the second baseman comes in and quickly relays the throw back to home plate (See Diagram). Further protection on this play should be given by the left fielder, who should back up third, and by the shortstop, who deeply backs up the second baseman. The pitcher should get off the mound and try to back up the catcher not only to give him and the infielders an unobstructed view of the play but also to help on bad throws or passed balls. The first baseman can also assist by calling the plays from his advantageous viewpoint. The value of this method of stopping the double play is threefold.

1. It is quick. When the second baseman comes in to meet the ball, he shortens up the distance that both throws must travel. Since two men actually

(Continued on page 35)

Baseball Illustrated

THIS year the series of illustrated articles in the preceding issues have covered Play at the Bases, February issue, twenty-nine illustrations; Pitching Technique of Bob Feller, March issue, forty-nine illustrations, and Fielding Technique, April issue, twenty-two illustrations. To Mr. Lew Fonseca of the American League Film Bureau, 310 South Michigan Avenue, Chicago, and to Mr. Ethan Allen of the National League Film Bureau, 30 Rockefeller Plaza, New York, this publication is indebted for their splendid co-operation.

Hitting

Johnny Rizzo, something of a "rolling stone," having been with Pittsburgh, Cincinnati and Philadelphia in the National League last year, while not one of the most consistent hitters in the senior major league, is a power hitter. These photographs show him at his best and provide a good pattern.

In Illustration 1, he awaits the pitch with an open stance of the feet, that is, the left foot is farther away from the plate than the right. He is relaxed and his arms are well out from the body. In Illustration 2, he has begun his stride. It is important not to begin this step too soon as it places the weight forward too early in the swing and reduces the power. Illustration 3 is merely a continuation of his step. In Illustration 4, note that his left foot is firmly on the ground but his weight is still on the rear foot.

He begins his swing in Illustration 5, perhaps later than the undeveloped player can do, because of his powerful wrists and forearms which enable him to swing a bat with great speed. Notice he is just beginning to transfer the weight to his front foot. In Illustration 6, his weight has been about half shifted to the front foot





but his back foot is still in firm contact with the ground.

He is meeting the ball (Illustration 7), well in front, stamping him as a "pull" hitter. Hitting a ball before it reaches the front side of the body enables a player to hit with much more power. Late hitters are rarely long-distance hitters. He is also obtaining definite power from his rear foot. Note how far the bat has swung in Illustration 8. Here the wrist action which makes for power has come into play. In Illustrations 9 and 10, Rizzo is following through, so that he has a quick start for first base, indicating that he has really swung all the way through at the pitch and has not quit hitting before he met the ball, a common fault with young players.



Illustration 11 shows about the only error that he commits. He has followed the natural tendency to look in the direction in which he hit the ball, delaying slightly his get-away for first base. The player should be moving without regard to location of the ball. It is the job of the first-base coach to advise him. If this picture was taken at batting practice, it was perfectly all right; if a game shot, he should be "on his way."



Catching

Here Lopez, Pittsburgh's spark-plug catcher, shows two fundamentals of good catching—body balance at all times and getting the ball away quickly.

In Illustration 12, note his easy position behind the plate. His left foot is slightly ahead of his right one to enable him to start a throw more quickly.

(Continued on page 35)

The Athletic Journal is indebted to Mr. Ethan Allen, National League Film Bureau, 30 Rockefeller Plaza, New York, for this excellent series of pictures on Play at the Bases. The pictures are taken from the new National League film, available on 16 mm. and 35 mm. to schools, churches and organizations which have sound projectors. The only obligation is express charges both ways. Inquiries should be addressed to Mr. Ethan Allen or to your local National League club office, if you live in or near a National League city.



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JOHN L. GRIFFITH, Editor

The Value of School and College Athletics in the Present Crisis

By

JOHN L. GRIFFITH

I.

The Athletic Philosophy

IF we are going to enter into an all-out participation in the present war, which promises to become, in every sense of the word, a world war, then all of our institutions will be appraised in terms of their value in such a war effort. It is, therefore, clearly the duty of all of us who believe that there are intrinsic values in our school and college athletic programs to measure and appraise our work in terms of military preparedness, and, having done so, to tell the American people about the value of athletics properly conducted.

We know that a large number of American people believe many things that are not true. As regards our athletic programs, many people believe things concerning these programs that are not true. A great many people have no strong opinions one way or the other regarding athletics. It is our duty to lay the facts before all of our people. If the coaches, the athletic directors, and the physical education men were all to stress certain fundamental facts in their talks and writings, the American people would quite generally accept the truth.

With these things in mind, we propose to suggest in this and succeeding articles certain basic contributions that have been made to the life of our times by the school and college part of the sports

world. Some of you who read these lines may have different opinions regarding the matters that we are discussing. If all such will pass on their ideas, we will assume the responsibility of trying to incorporate those which seem to be the best suggestions in a final draft of what perhaps might be called "A statement of the purpose of sports in the schools and colleges."

We have at different times during the last twenty years mentioned the value of athletic training in terms of war. In those articles we have stressed the physical and morale factors. Further, we have explored with our readers the philosophy of the playing fields. We will in subsequent articles have more to say about the values of athletics in terms of the physical and morale qualities. For the present, we wish again to present our conception of sports as we have known them here in the United States from the standpoint of the basic philosophy of such sports. Someone has truthfully said that ideas are sometimes more devastating than bullets. We have in recent years seen evidence that nations may be conquered because the people of the conquered countries accepted certain ideas that were destructive to national spirit and that weakened the nation in whatever war resistance it offered the enemy. On the other hand, in times of war, the nations that believe heartily in certain ideas, ideologies or philosophies may thereby prove stronger than other nations that have been penetrated and indoctrinated by false philosophies.

This, then, is the point that we wish to present at this time. Stuart Sherman suggested the idea in his essay, "Towards an American Type." In that essay he reports a conversation that he had with a fellow professor in which this gentleman pointed out that America had seen the development of two great types of character, one type exemplified by the New England Puritan and the other by the Southern Cavalier, the gentleman of the old South. He suggests that the "idea of God was the dominant moulding force in the one case and the idea of a gentleman was the dominant moulding force in the other." This professor pointed out, however, that when Andrew Jackson defeated John Quincy Adams at the polls, the doom of the Puritan was sounded and when Robert E. Lee surrendered to Grant at Appomattox, the doom of the Cavalier was sounded. This professor who was discussing these matters with Stuart Sherman maintained that no American type, no American ideology, had been developed to take the place of the philosophy of life exemplified by the Puritan or the philosophy of life as exemplified by the Southern Cavalier.

Sherman, however, worked this thing out in his own mind and suggested that the philosophy of America since the Civil War had been exemplified by what he chose to speak of as "athletic asceticism." Athletic asceticism is substantially another name for the competitive system or what we recently have so often heard called the American way of life.

We agree with Sherman that the philosophy of the playing fields and the philosophy of the market place and, in fact, our general philosophy of life

during the last seventy-five years have been pretty much the same. How much our athletic ideas had to do with our other ideas, no one can say. Certainly we can insist that they were analogous. In our athletics we believe, of course, in competition. This was also true of business and other activities. We used to write in our copy books, "Competition is the Life of Trade." We generally accepted the statement of a prominent university president who once said, "We must have competition. Without competition, the race would stagnate."

We also believe that in athletics as in our every day life, we should respect the rules of competition. Murder and robbery were not to be considered fair means of competition in our industrial life and certain things were taboo on the football field, whether they were definitely proscribed by the rules or not. That is, in athletics we believe in rules as we as a people have believed in laws. In this connection, our playing rules, as we have pointed out before, are made by men who have been chosen in accordance with the democratic principle. In the same way the men who go to the state legislatures or to Congress are chosen by the people. This, of course, means that, if we do not get good rules for our games or good laws for all of us, we, the people, who select the rules makers and the law makers are to blame.

Further, we hold in athletics that it is necessary to have umpires to pass judgment on matters that have to do with fair play and equal competition. In the same way, we have government umpires. We, today, have over a million federal government umpires. Respect for the rulings of the football judiciary is a part of the athletic cult. The coach who alibis his defeats by blaming the officials is a poor sport and coaches, for the most part, teach their boys to accept the decisions of the officials gracefully. In the same way, the American people have been taught to respect their judiciary. As children, we were led to believe that the Supreme Court was not only the highest tribunal in the land, but the one that deserved our fullest support and respect.

Finally, we know that, even if we have good rules and good umpires, we will not have a good game unless the players want to obey the rules. Consequently, we have developed on our playing fields certain unwritten laws that have to do with the matter of fair play, with respect for the adversary, with the behavior of the players both in victory and in defeat; in fact, all of these qualities which, if followed by a boy, entitles him to be characterized as a sportsman.

The American people likewise have been known as a generous people. They give freely to charity, education, and religion and have always been the first to help stricken people in our own country and abroad. The American people have always been intensely loyal to their institutions, and while they are not a warlike people, they have never been afraid to go to war when war was necessary.

We might elaborate further on the philosophy that has pretty much animated the American people for the last three quarters of a century, but with these things all are familiar. The point that we

wish to touch upon now is this, that there is evidence to support the conclusion that the American people are abandoning many of the tenets of that way of life which Stuart Sherman named "athletic asceticism" and which we think of as the competitive system. The new ideology has been developed by men from countries other than our own. So far, perhaps, no single name has been given to this new philosophy under which we are developing an American type that certainly will be far different from the type developed in the post-Civil War period. We have only time and space to mention a few characteristics of the type that is now being developed here in our own country.

In the first place, whereas individualism was one of the prime tenets of faith of the average American in this last period of seventy-five years, today we are thinking more and more in terms of collectivism.

Second, the individualistic philosophy was expressed in a great document as follows: "We hold these truths to be self evident, that all men are endowed by their Creator with certain inalienable rights, among which are life, liberty and the pursuit of happiness." Our school teachers and our clergy, as well as our parents, taught us to believe in the divine right of the individual. We were sure that we were masters of our own fate and captains of our own souls. We believed that the government was the servant of the people and were very jealous of our liberties. Today, we are abandoning Jefferson's idea that government that governs the least is the best. We are embracing the ancient belief in the superiority of autocracies in their contest with republics. We no longer believe that thrift is a virtue and we are accepting the theory that, when a child is born, he inherits part of the wealth accumulated by others.

We need not call attention to additional attributes of the new philosophy that we are embracing and, by the way, all of the collectivist philosophy is as old as civilization and hence it is not really new. The fact remains that if this foreign ideology supplants the old athletic asceticism, then we of course will have an entirely new philosophy in relation to sports. This, however, is not important. The thing that is important is what kind of an inheritance are we to pass on to our children. Are we to have them believe that it is not necessary for them to train and struggle so as to compete successfully in life's race but rather that they will be cared for by a benign state? What will be the character of the next generations of Americans if we outlaw competition? We return to our original point. Of what value are our athletics in terms of our war effort? One thing we surely can do and that is to help convince the American people that competition is the life of trade, that God evidently intended his creatures to fight their own battles but to fight them cleanly and in accordance with the rules of the game. We can help the American people to realize that our future place in history depends not upon their abandoning faith in the competitive system but rather that every American should do his part in making life's competitions clean, wholesome and fair. This is one lesson that we may take from the playing fields.

Believing as we do that the kind of athletics that are promoted in the schools and colleges have more of value in them than is commonly realized, we sent advance copies of this editorial to some fifty school and college athletic leaders. We wrote each of these men suggesting in substance that we offer to our fellow coaches and athletic directors through the medium of the *ATHLETIC JOURNAL* material which they might use if they saw fit in helping show our people that our athletics are tremendously worth while, especially in times such as these.

The great majority of the men that we contacted volunteered to assist by sending us material and suggestions for future issues of the *Journal*. Of course no one has to use any of this material but it is our thought to make it available if anyone does wish to use it. A certain young coach a good many years ago found that he was constantly placed on the defensive as regards athletics in the educational institutions. He read a great deal in his search for material that was usable. At that time not a great deal had been written regarding this question. In recent years, however, some fine editorials have appeared in newspapers and magazines and many of our prominent educators have discussed the value of athletics. Certain of these editorials and talks present lines of thought that may be used in articles and speeches. If we could compile the best of these and make them available to the men who are conducting the nation's athletics, that, we think, would be a contribution of some value. We believe that in this war period we need more than ever to devote our serious attention and our best efforts to the task of training a virile, aggressive and independent citizenry.

Taxes on Athletics

THE House Ways and Means Committee is considering a bill designed to raise three and a half billion dollars the next fiscal year. With the idea that we should pay whatever is necessary for national defense, no real American can disagree. Most of us will agree, further, that we should at least meet part of the costs of government now instead of charging the whole bill to our children. In other words, there can be no reasonable protest because government is proposing that our generation pay now in the form of taxes for part of the cost of our defense effort.

As to whether the taxes that will be levied in one way or another against our school and college athletics will produce the desired revenue is another matter. The newspapers announced that one of the excise taxes will be placed on athletic goods and equipment. There was a tax on sporting goods from 1922 to 1928. The amount of money collected on what we commonly think of as athletic goods amounted only to a little over two million dollars a year. It is quite probable that the government spent nearly that much to collect the money in question.

As regards the tax on tickets to football and other athletic games, the government really derived comparatively little revenue, whereas it spent consid-

erable sums checking the books and collecting the money which represented the tax on tickets purchased for school and college games.

The point we are trying to make is that a great many people think that there is much money in school and college athletics, especially football. They base their opinion on newspaper accounts of a few big games each fall. Our guess is that, since the tax probably will not go into effect until the first of July, most of the schools and colleges will have purchased their equipment for next fall and winter before that time. Further, most of the baseball, tennis and golf goods will have been bought before July 1st. In other words, the government will not derive a great deal of revenue, for the first fiscal year from the tax to be levied on sporting goods and we doubt whether the amount represented by the tax on admissions for school and college games will constitute very much of a part of the three and one-half billion dollars to be raised.

So far we have attempted to think of this matter solely in terms of government revenue. There is another side of the question that should be considered and that is this. We as a people believe in athletic sports. We spend considerable time in the summer on the bathing beaches; we travel through the various parks; we like to fish and hunt and our young people especially enjoy games. All of this is desirable from the standpoint of the health of the nation—we mean both physical and mental health and, we might add, moral health as well. Now, then, if the government wants our young men to be tough, self reliant, able to march and shoot and fight, the government certainly will encourage our boys under military age to live healthful lives, to engage in sports, to get used to hard work—in short, to fit themselves for possible service to their country in time of war.

The larger and wealthier schools and colleges can pay the tax on admissions and athletic equipment without much trouble. The thousands and thousands of smaller schools and colleges that today are having a hard time making athletic ends meet will find that a burden has been placed upon them. In the main, however, it is the boy or young man of moderate means that we should consider. Every time we add to the cost of tennis, golf, baseball and other equipment, we make it more difficult for such a boy or young man to engage in athletic sports. It may be suggested that a few cents added to the cost of a baseball or to the cost of any other sports item can be met by any person who really wants to play baseball or golf or what not. We might use that same argument and suggest that we tax everything else in life accordingly because the consumer can afford to pay a few cents extra on any commodity. We know, however, that if a prohibitive tax were to be laid on meat, our people would stop eating meat and would eat eggs and other substitutes for meat. If our athletics are taxed, many of our youngsters who otherwise would have enjoyed participating in games with equipment which they have bought from their meager savings will spend their nickels and dimes for some other form of recreation and amusement.

Athletics and Physical Education in the Junior Colleges

Basketball as Played in the Southeastern Junior College Conference

By R. H. Eblen

Athletic Director
Tennessee Wesleyan College, Athens

THE Southeastern Junior College Conference during the past season featured varied types of offenses with little variation on defense. One team only used a zone defense for a short time in one game. There were two definite styles of offense employed; one, the fast break or free-wheeling type with little or no emphasis placed on defense; the other type of offense featured screening from set positions with fast breaking off screens.

The attitude of the coaches toward the way the game should be coached varies as in other conferences. Some think the spectators like to see wild-scoring contests while others feel that spectators will pay to see the old, reliable fundamentals executed. My attitude toward the game is that we will win more consistently if we put equal emphasis on every phase of the game. There were several good teams eliminated in the tournament although they had scored in the fifties. This fact supports my contention that a coach must have a defense as well as an offense and that the offense should be well organized. Some of these fast-moving teams that were eliminated had probably the best shots in the

tournament but when they met a good defense and were somewhat unsuccessful in making the baskets, they were very much handicapped. Some teams came to the tournament with season averages of from fifty to sixty points per game but still did not win. When high-scoring teams come along and find themselves eliminated, they at once wonder why they are not represented in the finals.

Basketball, as I see it and the way I try to teach it to my boys, consists of several major phases. Our offense is built around three-in and two-out, the pivot placed in front of the free-throw circle or on either side of the free-throw lane. If we have three boys inside that can play the spot, the ball coming in at different positions of the floor will put each of them in the pivot position at different times. We used only one spot man on this year's team. Knowing that if we hit 25 to 30 per cent of our shots, we are exceptionally good, we must have men in position to get

the ball again on the 75 per cent of the shots missed. In working out our offense, we time it so that when the ball goes toward the basket, we have at least three men waiting to get the rebound. We do not want our men gliding over the floor on offense. Each must stay in his position until his man is screened or he can fake him out of position, then he breaks full speed. We impress on our players that they must move rapidly under the basket not only to get a shot but to loosen the defense of the pivot or some other man under the basket. Our motto on breaking is to break late and fast. We do not use a definite set-play offense but we have a few fundamental plays with several variations. No play is numbered; the ball starts in and all players break according to developments. We use both set and one-handed push shots, our one-handed shots coming anywhere inside the free-throw circle. Most teams in the tournament used one-handed shots extensively.

On defense we play man-for-man style and go on defense, only after there is no chance to get the ball or tie it up.

I feel that, if the players of a team can handle the ball well with snappy wrist passes, can fake and screen well, have good footwork, have good fundamental shots and, of course, combine these fundamentals with good team work, a coach will have a team that not only can win but also will please the spectators.

Our team did not look good in the tournament finals, being very flat on offense, but

A YEAR ago, the *Athletic Journal* announced that a special section would be set aside for junior college athletics. Through the co-operation of Hilmer Lodge, Coach at Santa Maria, California, Junior College and Secretary of the National Junior College Athletic Association, many excellent articles have appeared through the year, written by junior college coaches, dealing with athletic and physical education problems of junior colleges. Mr. Lodge's article in the March issue showed the growth in numbers of junior colleges during the last few years. Junior college coaches, whether or not their schools are members of the Junior College Athletic Association, are invited to contribute articles to this department.

In this issue, D. L. Ligon writes upon the basketball clinic as sponsored by Hardin Junior College, Wichita Falls, Texas. Mr. Ligon, a graduate of North Texas State Teachers College, received his master's degree at the University of Texas. He has been director of athletics at Hardin Junior College for four years.

R. H. Eblen, athletic director at Tennessee Wesleyan College, played fullback on the football team and guard on the basketball team at Tennessee Wesleyan. After his graduation from the University of Tennessee, where he played on both football and basketball teams, he coached at Whitwell High School and Carter High, Knoxville, before taking up his duties as athletic director at Tennessee Wesleyan in 1939. Mr. Eblen's teams at Wesleyan, both in football and basketball, have been notably successful.



R. H. Eblen



D. L. Ligon

we were able to set up a defense that kept our opposition shooting from the center of the floor while we built up a thirty-seven to thirty-three margin of victory.

The only defense that we encountered was the man-for-man style.

The first team that we met used the three-out, two-in offense with a double pivot part of the time; they also had a nice fast break when they got the ball. In the finals, we met a team that had a scoring average of fifty-four points per game and had high scores in both games previous to meeting us. They used the fast-breaking, free-shooting offense some but, for the most part, went into a set formation from which they had three-out and two-in.

The accompanying diagrams show some of the plays used successfully in the tournament.

A Free Basketball Clinic

By D. L. Ligon

Athletic Director, Hardin Junior College,
Wichita Falls, Texas

UNTIL some five years ago basketball in Texas high schools and colleges lacked the interest that the game well deserves. To be sure, many boys have been playing basketball in Texas for a long, long time, and the high schools and colleges in this state have occasionally been given national recognition. Within the last five years, several of the Texas colleges have demonstrated that the style of play in this state is comparable to that played in the East and Middle West. The playing of Rice, Southern Methodist, Texas Tech, West Texas Teachers, and Baylor in their own conferences and with out-of-state schools has caused a decided increase in spectator interest, and their gymnasiums now are always filled.

In keeping with this increased interest in the game, the coaches, players and officials of North Texas and Southern Oklahoma were invited by the Junior Chamber of Commerce of Henrietta, Texas, to meet for the purpose of organizing some sort of an organization to continue and increase the interest in the sport. Other business at this meeting was the discussion of the new rules by one of the most popular officials in the Southwestern Conference. At the conclusion of the interpretations, the North Texas and Southern Oklahoma Basketball Coaches and Officials Association was organized.

As president of the organization, I felt that the excellent interest shown thus far should not be allowed to decrease. Acting upon the suggestions of several high school coaches, I formulated plans for a free basketball clinic to be held under the auspices of the newly formed association.

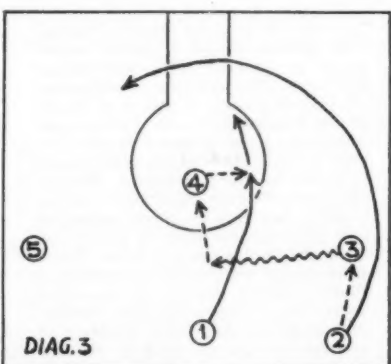
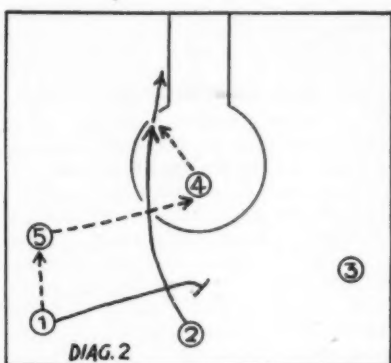
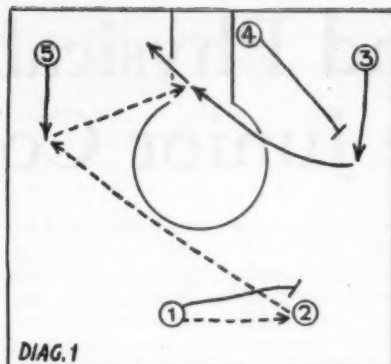


Diagram 1—One passes to 2 and screens inside. Two dribbles and passes to 5. Four screens for 3 up court, who breaks across under the basket. Five passes to 3 for a shot.

Diagram 2—One passes to 5 and screens inside 2. Five passes to 4, who passes to 2 breaking off the screen.

Diagram 3—Two passes to 3 and, breaking outside, goes under the basket. Three fakes and dribbles across, passing to 4 and screening 1. Four hands the ball to 1 going under the basket.

On Saturday, January fourth, 1941, the association and Hardin Junior College, Wichita Falls, Texas, were hosts to three hundred coaches, players, officials and

spectators from North Texas and Southern Oklahoma. During this meeting the following program was given:

Welcome—Dr. George M. Crutsinger, Dean of Hardin Junior College.

Picture Show—Long Island University versus Southern California.

Fast Break—Jimmy Wyatt, Coach, O'Brien, Texas.

Set Plays—Paul Taliaferro, Coach, Bowie, Texas.

Screen Offense—John Pryor, Coach, Friendship, Oklahoma.

The Set Shot—George Hopper, Coach, Terral, Oklahoma.

The Figure Eight—A. D. Beck, Coach, Wichita Falls, Texas.

2-1-2 Zone Defense—Lawson Shaw, Coach, Oklaunion, Texas.

Man-to-Man Defense—Abe Barnett, Coach, Archer City, Texas.

Individual Passing—Grady Graves, Coach, Crowell, Texas.

The Pivot-Post Play—Tip Jacobson, Coach, Waurika, Oklahoma.

Rules Interpretations—Coach Nabors, Gainesville, Texas.

At six o'clock during a cafeteria dinner the group engaged in a round-table discussion on a proposed plan of classifying the basketball schools in the state of Texas similar to that plan now used in the state's high school football. This discussion was led by H. D. Fillers, President of Hardin Junior College.

As a climax to the program, an exhibition basketball game was played between two picked teams of high school players from Texas and Oklahoma. These players had been selected and invited prior to the clinic and had worked out for two hours. The game was an outstanding one considering the fact that few of the boys were acquainted and that they had worked only a short time together. This game was free to the public and was witnessed by a capacity crowd.

That the clinic was a success was proved by the keen interest that was shown by all who attended. Coaches enjoy seeing their fellow workers demonstrating their type of plays, drills, etc., and they were given every opportunity to see how the other fellow teaches the game. The administrative officers of Hardin Junior College feel that, if the college is to fulfill all its obligations in the education field, it should constantly strive to be of the utmost service to the school people of this section. Dean George M. Crutsinger feels that this clinic has helped the college in a large measure to be of service to the coaches, players, and officials in this territory. "Basketball is a clean sport. Let's keep it that way. The group of coaches, players, officials, and players attending the clinic showed keen interest in the sport. With such men in charge I can see that the game and the boys are in the best of hands," were the Dean's comments at the close of the clinic.



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A Simple Approach to Developing Distance Runners

By William P. Mahoney
Track Coach, University of Notre Dame

IN answer to several inquiries, I have drawn up a brief and simple training program, designed to develop high school and collegiate distance runners. It is not intended as a comprehensive program, but only as an introduction to a scientific approach to this most interesting department of track and field athletics. It is partially inspired by the haphazard way in which many coaches go about making distance men.

To begin with, the boy should alternate long distance workouts and speed workouts. The former develops stamina and the latter develops speed. On Monday, for example, the boy should jog two or three miles. On Tuesday, he should run two or three easy quarters, "kicking" or speeding up the last one hundred yards of each quarter. Then on Wednesday, he can do some long distance work again, going through a pretty good one and one-half miles. On Thursday, he should do some more fast work. The same should be repeated on Friday and Saturday, with a rest scheduled for Sunday. Part of all workouts should be devoted to exercises. The fact that a runner must have strong arms, strong back and chest muscles should be stressed. All of this foundational work is to be done for the first month or six weeks. It should be preceded by a couple of weeks of easy jogging.

Next, the boy should be instructed about the importance of pace. It is only by means of paced running that excellent times are made in distance events. I will attempt to explain what is meant by pace. Say, for example, that the boy can run a five-minute mile. Inexperienced runners, many of whom are capable of that time, usually stay back during the early part of the race and "kick" home to win in the stretch. The boy should be impressed with the fact that that kind of running is futile. He should be told that one should run all along the way at such a pace as will bring him home in five minutes without too much distress. It can be done easily if each part of the race is run right. First of all, we break the race down into halves, and then quarters. Generally speaking, the boy will run the first half a little bit faster than the second half. Instead of running two minutes and thirty seconds for each half, he will find it easier to run two minutes, twenty-five seconds for the first half and two minutes, thirty-five seconds for the second half.

What kind of quarters will give the boy a 2:25 pace? Generally, quarters in about 72 or 73 seconds are proper. Therefore, for the workouts which are pace efforts, the boy should run his quarters in 72 or 73 and, if halves are prescribed, they should be run in from 2:25 to 2:30. It will not be easy to hit quarters "on the nose" at first. But the boy will learn

through practice. The important thing to be remembered, however, is that the boy *must learn to run with a clock in his head.*

When he becomes proficient at the beginning paces mentioned above, then he should bring that first half down from 2:25 to 2:20 and he will find himself running the mile between 4:45 and 4:50 or even better.

The technique mentioned above, and the training program submitted, apply to half and two-mile running as well. The distances should be proportioned, however, to the particular event.

And now for a practice schedule once the season has begun and the foundational work has been accomplished:

Monday: Go through an easy one and one-half miles at a little better pace than a jog.

Tuesday: Run three quarters, ten minutes apart, at about your racing speed, "kicking" the last one hundred yards of the last quarter.

Wednesday: Run a three-quarters at the pace to be used in the race the following Saturday.

Thursday: Run a half, or two quarters, at the pace of your race.

Friday: Complete rest or very light jogging.

Saturday: Run and remember your pace.



William P. Mahoney

ON July 12, 1940, William P. Mahoney was appointed successor to the late John P. Nicholson, Notre Dame track coach. Mr. Mahoney was graduated from the Notre Dame college of arts and letters magna cum laude in 1939 and from the college of law in 1940. His hurdling career, in which he showed great promise, was ended by a pulled tendon in 1936. He shifted to the 440-yard run and ran with the mile relay team which set an all-time Notre Dame outdoor record of 3 minutes 17.5 seconds in 1938. Selected by Mr. Nicholson to serve as his assistant, Coach Mahoney worked with the freshman squad of 1940, and is well versed in the coaching technique of Coach Nicholson.



J. Gregory Rice

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Athletics for All

Planning an Intramural Program

By Alvin Hein

Director of Physical Education
Milbank, South Dakota

PLAY for all is a slogan that is more true today than ever before. Now that the world is in such turmoil, we need more and more of this thing called play. A good place to emphasize it is in the high school.

In planning an intramural program, I believe that steps should be taken to make it as far-reaching as possible. I should include in it sports that appeal to those also who are not physically fit. A good program, one that is nearing its aim, reaches into the student body and interests everyone. This does not mean that every boy should compete in each sport; but every boy should take part at some time in some of the many games offered.

Just what makes a good intramural program? That question can be answered only after making a survey of the facilities, the equipment, the enrollment, and the finances. These, however, are secondary to the real planning and conducting of the program.

If the gymnasium is small, the program will remain limited. In a large school many more games may be carried out during the year. If the facilities are limited, games should be selected according to the amount of time the gymnasium is available. After consulting with the coach, the physical director may determine the hours and days that the coach needs the floor space. The director should keep in mind other school activities, as band clinics, tournaments, class plays, operettas, etc., as they take up a great deal of time. If the finances are low, the activities may be limited to those that need only one ball, or to ones for which the material may be made in the industrial arts classes.

Sports should be played in season as much as possible. Nothing is harder to do than to run off a spring sport in the fall, or vice versa. A greater number of individuals will participate if the sport is presented at the right time.

In the fall of the year there are many who desire to play varsity football, but find that they are either unfit physically or cannot get their parents' consent. These boys should be given a similar game of a lesser degree of roughness, such as touch football or touchball. Both of these sports will help the boys learn some of the fundamentals of real football, thus pepping up their attitude and attendance at regular varsity games.

During the summer, no doubt tennis

played a major part in furnishing recreation for the boys. The fall, then, is the time to have tennis tournaments, but the director should be sure to schedule sets so that they will not interfere too much with varsity football practice, as many of the good tennis players are on the football squad.

As cold weather sets in, it may be too early for basketball. The volleyball schedule may be started. If presented correctly, this game will prove most enjoyable. The increasing enrollment each year will be proof of its popularity. Following volleyball, basketball may be run off. The varsity has been practicing, and possibly the squad has already been cut. This will make it easy to arrange the intramural schedule. During the winter, when the varsity is at its height, a table tennis tournament may be started. In conjunction with it a shuffleboard schedule may be played. These two sports are very inexpensive and may be played in the basement, away from the gymnasium floor. During Christmas vacation a round robin tournament in ice hockey will give the boys some chance for a combative game, very appealing to boys of high school age.

Now the basketball season is over, things are getting slack. Boys begin to daydream about the leagues in spring training. Why not introduce a game that has a build-up for either baseball or diamond ball? Many variations may be used. A good one to try is batting an old volleyball with the hand. Diamond play situations may be studied in this way, and as rules are always more easily presented indoors than in the open, much enthusiasm can be worked up for later use in playing outside diamond ball. Complete your season with a diamond ball tourney. This game is sometimes more advisable than baseball because less equipment and skill are required. Possibly, if time permits, a track meet might be run off.

Administration should be skillfully planned. Usually the intramural program fits in nicely under the leadership of the physical education director. If he is in charge of both intramural and physical education groups, some of these various games may be played in the physical education classes. That does not mean that all the physical education time should be spent in fundamental drill, but it is an excellent place to introduce intramural activities. As much as possible the program should be in control of a select group of boys; this gives them a chance to gain leadership training and administrative experience.

A point system may be used to give greater incentive for participation in more than one type of game. Some sort of rec-

ognition makes for keener competition, whenever team play is present. For example, a certain number of points may be given each team member, based upon the standings of the teams at the end of the sport. A record of these points should be kept and possibly an award given to the four boys having the greatest number of accumulated points at the end of the year.

The few suggestions offered here in helping you plan your program are merely basic ideas. Remember that guidance is of vital importance. Your program cannot run smoothly unless you, as a teacher, keep the program well organized at all times.

The Award System

By Eddie Wagner

Athletic Director, Converse County
High School, Douglas, Wyoming

THE idea of athletics for all has become ingrained in the philosophy of most secondary schools and these schools spend a great deal of time and effort in expanding their athletic programs to include participation for all who wish it and in making these programs fit their needs and interests. Interscholastic athletics have their place in the realm of education but school administrators must satisfy the athletic competitive cravings of that larger percentage of students who, because of limited abilities, size, time, etc., cannot participate in interscholastic athletics. Accordingly, intramural programs have become increasingly popular and, in many schools, are as vitally an important part of the school program as interscholastic athletics.

While the philosophy and aims of an athletic program may be quite uniform, each individual school must work out its own unique pattern to fit its own particular needs, facilities and interests. The following intramural program may prove an incentive or testing ground for other schools. This program has proven satisfying, in that 92 per cent of the enrollment participates.

Intramural athletics are a part of the department of health and physical education at the head of which is the athletic director. The aim of this department is to develop and educate the whole individual (mentally, socially, physically, emotionally) through the wise use of an opportunity to realize his maximum capacities and powers and to act in situations that are physically wholesome, mentally stimulating and satisfying, socially sound and emotionally strong, and thus make for complete living. This requires the use of skilled leadership and adequate facilities.

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intramural program are almost entirely in the hands of the pupils themselves. Thus, the pupils acquire much responsibility and assume as much control as their capabilities permit in the management and direction of their intramural athletic affairs. The administration of such a program is in the hands of an Intramural Sports Participation Committee composed of two members elected from each class (9th, 10th, 11th, 12th) at the beginning of the school year. At the head of this committee is the athletic director who acts as sponsor and chairman. This central committee acts as governing body and is responsible for making the rules and regulations, selecting officials and activities, scheduling of games, deciding awards, making eligibility rules and settling other matters which may from time to time arise. The eligibility rules are: 1. Varsity squad members are ineligible for all intramural activities during the varsity season. 2. Letter men are ineligible to compete in the intramural sport in which they won their letter. 3. After playing in one contest with a given team, a player may not transfer to another team in that sport. 4. Any team using an ineligible player shall forfeit that contest. 5. Any player guilty of unsportsmanlike conduct may be declared ineligible to compete in intramural sports. Sound sportsmanship shall be the rule always.

Point awards are made on the basis of participation in athletics and excellence in intramurals. Point awards go to the class of which that individual is a member and at the end of the school year the class, accumulating the largest number of points throughout the year through participation of its members in interscholastic and intramural sports, is awarded the sports participation plaque. The class has its name engraved upon the plaque which remains in the school and is handed down to the winning class each year. Point standings are posted on the intramural bulletin board at the end of each major-sport season. The award schedule as used at Converse County High School shows the points awarded for participation in the various sports.

Pep club is also listed as an activity. Such an active organization gives the girls an opportunity to get points toward winning the plaque, since they cannot compete interscholastically.

Perhaps the most popular intramural activity is intramural basketball. Intramural basketball is freed from all faculty dominance and all responsibility is placed upon the students themselves. After the three high school basketball squads have been chosen, a list is put on the intramural bulletin board, and all others interested in playing intramural basketball may sign for that sport. After waiting a reasonable length of time for signers, the athletic director selects from the group those who he thinks are capable of acting as team captains. These men are usually members

of the "D" Club (lettermen's organization) and are seniors. The number of team captains appointed depends upon the number of students intending to play basketball. As a rule, eight or nine players compose a team. A meeting of team captains is then called by the athletic director. Each captain has a list of all wishing to play basketball. Numbers are then drawn to see what team captain has first choice in selecting his team. Teams are then chosen by the selective-draft process. In addition to choosing his team from the list of eligibles, the team captain also selects a team manager who acts as a scorer or timer for his team. When the teams have been formed, they call meetings to determine their names, colors and uniforms. After this, the intramural schedule is drawn up and teams are ready for play.

Bowling has been added as an intramural activity this year through the co-operation of a local bowling alley. League bowling is held on Saturdays.

Expense for such a program comes in for little consideration since all equipment used is needed for the physical education classes.

With the students largely responsible for their own program, not much faculty time is needed. No one can deny the tremendous amount of good derived from such a far-reaching program.

Sports Participation Plaque Award Schedule

Each class will be awarded the number of points according to the participation of its members in the following activities.

Class standing is of September 10, 1940, and will remain so for the year—Freshman, 7 credits or less; Sophomore, 8-15 credits; Junior, 16-23 credits; Senior, 24 credits or more.

Football—

Squad member	15
Letter man	5

Basketball (Boys and Girls)—

Squad member	15
"A" letter man	5 in addition
"B" letter man	5 to 15
"Kitten" letter man	3
Intramural champions	10
(each member)	
Interclass champions	60
(class)	
Intramural runners-up	5
(each member)	
Interclass runners-up	35
Interclass consolation	15

Track—

Squad member	15
Letter man	5
Interclass meet	
(Actual number of points made in meet by class)	

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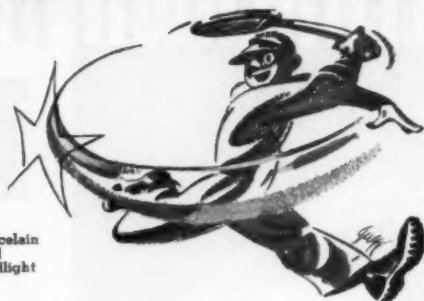
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Baseball—	
Squad member	15
Letter man	5

Golf—	
Boys' winner	10
Boys' runner-up	6
Boys' third	3
Girls' winner	10
Girls' runner-up	6
Girls' third	3

Tennis—	
Boys' singles champion	10
Boys' singles runner-up	6
Boys' consolation winner	3
Boys' doubles champions	10
Boys' doubles runners-up	6
Boys' doubles consolation	3
Girls' singles champion	10
Girls' singles runner-up	6
Girls' consolation winner	3
Girls' doubles champion	10
Girls' doubles runners-up	6
Girls' doubles consolation	3

Ping Pong—
Same schedule as tennis

Horseshoes—	
Boys' winner	10
Boys' runner-up	6
Boys' consolation	3

Boxing—	
Winner in each weight	15

Wrestling—	
Winner in each weight	15

Bowling—	
Intramural champions	10
(each member)	
Intramural runners-up	5

Pep Club—	
Cheer leader	15
Club member	10

A Mechanical Analysis of the Pole Vault

(Continued from page 9)

(3) Success of your effort depends more often upon the location of the vaulting standards than upon any other single factor aside from the mechanics of the vault itself.

(4) A handgrip on the pole of thirteen feet six inches is feasible. Work toward that end but do not use a grip that you can not handle.

(5) Correct your own mistakes by watching the mistakes of other vaulters.

(6) Do not work out too much. Three work-outs a week in the beginning of the season reduced to one per week after the first competition and, if the form is fairly well perfected, eliminate all vaulting and concentrate on running and light, fast

gymnasium work. General bodily endurance is very essential in long drawn-out meets. It may take you twelve years to master the event but it is well worth the effort.

Defenses for the Double Steal

(Continued from page 15)

handle the ball, this speeds up time for returning it. 2. It reduces chance of error. Only two men handle the ball, thus reducing the possibility of errors from excessive ball-handling. 3. It is effective. It keeps the runner on third base immobile or standing still, thus rendering him void as a stealing threat. The fastest runner in baseball cannot beat a throw from second if he is not given a start or is in motion.

This method is difficult for players to master and will require concentrated practice until both the catcher and second baseman can throw accurately. The compensation comes when the double steal is throttled down so low that the opponents are fearful of trying it.

Baseball Illustrated

(Continued from page 17)

In Illustration 14, notice his right hand is still partly closed to prevent finger injuries in case of foul balls. Most young catchers suffer unnecessary hand injuries because of failure to do this.

The ball has passed the batter in Illustration 15. His right hand begins to open now. In Illustration 16, he is about to catch the ball properly in the glove with the hand closing over it rather than between the hands. In Illustration 17, his hand is taking the ball out of his glove. In Illustrations 15-17 he has been shifting his right foot steadily backwards, anticipating a throw.

Note how he brings the ball back in Illustration 19, not over his shoulder but straight back at the side to save time. In Illustration 20, his felt foot is already moving forward for his throw.

He starts his forward throw in Illustration 21. It is begun from a point just behind the right ear with a downward motion of the arm. Most catchers aim a throw to second just over the pitcher's head as Lopez is doing here. The ball is away in Illustration 22. Lopez has followed through completely, but never has been off balance in the whole process of receiving the ball, shifting his feet, straightening up and making the throw.

Coaches who desire additional copies of the issues containing the four illustrated articles, Play at the Bases, Pitching Technique, Fielding Technique, Hitting and Catching should write at once to this publication office.—Editor's Note.



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The Coaches' Confab



Scoring in Track

By Vincent Farrell

Track Coach, West Side High School
Newark, N. J.
Instructor in Track, Panzer College
East Orange, N. J.

TWELVE hundred athletes representing over seventy schools competed in the important interscholastic track meet held in New Jersey. Among them was our team of eight novice runners. Many of the schools failed to score a single point. Yet, on the roster of these school teams were many fine athletes, who in previous performances had made times comparable with those posted by the victors. It may be that these lads were off form on that particular night or perhaps they had drawn the fastest heats or some other break had gone against them. Nevertheless, I think these youngsters, having trained faithfully throughout the season for this big event, deserve some consideration, and I will tell you just how I think they could get it.

Although twelve hundred athletes competed in the twenty-event program, just one hundred of them were point winners in the meet. Over one thousand boys, who had gone through several months of training were doomed to disappointment because they did not score. Since there were only one hundred points to be obtained in twenty events, barring occasional ties in the high group, at least 90 per cent of the athletes had no possible chance of scoring a point.

In a big meet, where so many institutions and so many athletes are concerned, it seems to me that more points and perhaps more prizes should be awarded. In addition to the regular method of tallying, I have listed several suggestions on scoring that may be tried in a meet.

For instance, why not give points to the boys who qualify in the preliminary heats of the dashes and hurdles and have at least six instead of five boys count in the finals. Give the heat winners three, two, and one points respectively, and in the

finals, score the points from ten down to five. Another method would be to have a consolation event for all boys who fail to qualify in their heats in the sprints, quarter-mile and hurdle events. Let this event score one-half of the total points that the athlete might have received, if he had won the final of this event.

In the events over the 440, a point might be scored for each performer who finishes the race under a certain time limit; for example, a point for each runner that comes in under five minutes in the mile run.

Then for the field events, we might score a point for every athlete who cleared over a certain height in the high jump; for instance, a five-foot performance. The same might be done in the broad jump and pole vault. A similar standard might be worked out for the weight events, as well. The standards set for time, distance and height should be more difficult for outdoor than for indoor performances.

We might continue even further and in addition, score a point for each competitor who is entered in an event and competes in it. This will encourage more entries, as

students will feel they are playing a part in the team score.

All this may or may not make a difference in the team winners. But this is not so important as it is in giving a greater number of boys a chance to score, for, after all, it is not the champion alone who makes the meet a success. He must have competition and the hard-working, less-talented runner who supplies the competition should be entitled to some credit too.

In these days of athletics for all, the majority rather than the minority should be considered. If it can be made possible for more boys to score, a good job will have been done. The track meet will be made more interesting, since the team totals will be much more uncertain.

Suggested Changes in the Baseball and Football Rules

By Danny Alvino

Athletic Director, Gardiner
High School, Gardiner, Maine

FOR some time I have had a pet ambition that changes might be made in the baseball rules to help schools not so fortunate as to have good reserves.

The major change that I would suggest would affect the substitutions of players. A player who is removed from a game would be permitted to re-enter the game in the next inning. This would encourage coaches to use more players. If a star player is removed by the coach, whose team has a good lead, the player could re-enter the game in case the lead is endangered. There is no reason why a player should not re-enter a baseball game, as is done in football and basketball games. It is not my idea to make changes, just to have a change, in such a fine sport as baseball, but I do believe in making a change if it will help the schoolboys in particular.

Further, I would like to suggest two

AS has been announced many times, this column appears occasionally so that coaches may have opportunity to express opinions. The suggestions voiced from time to time by various coaches have been commented upon enough to convince the editors that coaches enjoy reading the expressions of other coaches and profit by them.

Danny Alvino was graduated in 1933 from Fordham where he was guard on Major Cavanaugh's football teams and an outstanding hitter on Jack Coffey's baseball team. After try-outs with the Red Sox and Brooklyn Dodgers, he was farmed out to Elmira in the Eastern League. For four years as coach at Winslow High School and this year at Gardiner High School, his athletic teams have met with notable success.

Vincent Farrell, a three-letter man at both St. Benedict's Preparatory and at Panzer College, is now track coach at West Side High School, Newark, and instructor in track at Panzer College.

modifications in the present football rules. The new substitution rule in football allows a substitute to re-enter the game after one play has been completed. In other words, a coach can keep sending in different players after every play, which would be confusing to the officials and worst of all, slow up the game by dragging out the length of time required to finish the game. To modify this new rule, and at the same time to increase the number of times a player may be substituted, I would suggest that, instead of the old rule in use last year, whereby a player for whom a substitution was made could not re-enter the game until the subsequent period, a player may re-enter a game once in each period. This would permit a player to enter a game, a maximum of eight times instead of four, as was the case last year.

The other new rule I would suggest would be to have scorers, as we do in basketball, whereby incoming substitutes would have to report to a scorer instead of using the honor system, which proved to be a big mistake in a couple of major games last year, when a player illegally re-entered the game in the same period. By having a scorer from each team sitting together, they could keep a check on the number of times a player enters the game and when. At the same time a timer should be seated on the sidelines as we have in basketball, so that the official may watch for fouls and violations by players, rather than watch his timepiece most of the game.

These ideas which I have suggested have been presented not with a spirit of criticism of the rules, but as a means of improving on the many improvements that are being constantly made.

Alaska's First Interscholastic Boxing

By Lester L. Wingard
Athletic Director, Petersburg, Alaska

SPRING time in Alaska is a very unpredictable season. We may be visited with wonderful weather one day and torrents of rain the next. Not only is the weather quite variable from day to day but even the seasons from one year to the next will be quite different. Usually the Alaska resident is fairly sure of adequate rain in the spring. This and high traveling costs make interscholastic athletics somewhat of a problem.

The nature of our soil, also, in most Southeastern Alaska, which is quite swampy, is not conducive to out-of-door games such as track, baseball and football. We coaches in Alaska look forward to the day when we will have a wide and varied program but for now we must content ourselves with activities under a roof for the most part.

for MAY, 1941

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In the quest of a larger program for our boys Coach Harry Williams of Wrangell, Alaska, and I got together on a dual boxing meet between the two schools. The activity seemed to be ideal for conditions in Alaska. Rain or shine we could have our meet.

March twenty-ninth we had the meet in Petersburg before a very large crowd. This is important as athletics must pay its own way as it does in the states and our program is much more expensive. Up here we go from place to place in boats. When we have engagements over forty miles away we must figure on at least two days.

The interscholastic meet was a great success, especially for Petersburg as they won seven out of nine bouts. From the start boxing got this year, it looks as if it were here to stay in the schools of Southeastern Alaska.

Six-Man Football Surveys

By Stephen Epler

Southern Oregon College of Education, Ashland

SEVEN seasons of six-man football find the game well established and still growing in the United States. An estimated quarter of a million boys are now playing. Most of these players are on intramural and playground teams, although the public hears most about the small high school interscholastic teams.

Like eleven-man football and basketball, the six-man game now has its own rule book, and several books on how to play. A number of surveys and studies have been made of six-man football. Professor Floyd Eastwood of Purdue University and Mr. P. F. Neverman of Wisconsin have made annual studies of six-man football injuries which have been used as the basis of rule changes to make the game safer. Mr. Merritt Klump of Madison, New York, High School sent a questionnaire to sixty-one New York high schools to determine the feasibility of the game as an intramural and as an interscholastic sport. His findings stated that 81 per cent of the coaches in high schools under 150 agreed that there is "a real need for six-man football in the fall athletic program."

Surveys serve the purpose of letting those who are considering the adoption of six-man football know what to expect and plan for, and are useful to those using the game for comparison of their own practices with others.

A revealing and comprehensive questionnaire study was recently completed by Mr. Ben U. Comalander, superintendent of Big Wells, Texas, public schools. It was made at the end of the 1940 season and was based on responses from 121 schools. The enrollments of these schools ranged from 24 to 262 students with an average of 87 pupils per school. A study covering over 200 schools in thirty-seven states, made for the 1939 season by the writer (in connection with the *American Boy* magazine for the six-man football honor roll of players and teams) found the

median sized school one of ninety pupils with a range in enrollments from eleven to over 1800. A number of the larger schools—for example, Phoenix, Arizona, High School, had both six-man and eleven-man interscholastic teams with the six-man team as a kind of junior varsity which played small high schools.

The Texas study found the average traveling squad size to be thirteen players, the smallest, eight, and the largest, twenty-three. The *American Boy* study revealed the median squad to be eighteen. This was the full squad rather than the number of boys taken on game trips.

Two questions asked by the school considering adoption of six-man football are, What does it cost? and What gate receipts can we expect? Mr. Comalander's survey showed Texas schools spent \$7.07 per man for equipment and averaged \$19 per game in gate receipts. Six-man football was self supporting in about 40 per cent of the schools. The board of education made up the deficit in most of the remaining 60 per cent. In six schools, the board paid all costs and the games were free to the public. An intelligently administered six-man football program embracing a large proportion of the students can justly claim support from the regular school funds.

The *American Boy* study classified separately the schools playing for the first time and found these schools spent \$4 per player on equipment. Attendance at games varied from a handful to over a thousand with an average attendance of from 150 to 200. A study of fifteen Indiana schools made by Harry Davidson of the Cannelton public schools showed an average gate of \$52 per game with a range from \$16 to \$103 per game. The Indiana schools played an average of six games per season while the Texas schools averaged nine games. Only half of the games, of course, were home games.

Another expense is officials' fees. An earlier study of forty schools made by the

American Boy showed a range of fees from nothing to \$7.50 per game, with an average fee of \$3. Schools in Southern Oregon pay \$3 plus five cents mileage (one way). Most schools have two or three paid officials, but some pay only the referee and use teachers or local men as head linesman and umpire. A uniform system of officials and fees for a conference or state is very desirable. About one-third of the schools participated in meetings for rules interpretations for officials and coaches. These meetings prevent many misunderstandings when games are played and are especially important where six-man football is relatively new.

In Texas, half the fields are sodded and about one-fifth are lighted for night play. School buses and private cars are the methods used to transport players. Transportation expense is paid by the school board in 45 per cent of the schools, by the teachers in 17 per cent, by the athletic fund in 15 per cent, by parents in 13 per cent; and partly by the school and partly from private sources in the remaining 10 per cent.

Mr. Comalander made a study of the six-man coaches in Texas, which is, so far as I know, the first of its kind. He found the average Texas six-man football coach had been coaching athletics for four years. Thirty per cent were in their first year, while 8 per cent had been coaching athletics for more than ten years. The median stay in their present position was three years. Practically all the coaches had bachelor's degrees and 7 per cent had Master's. More of them majored in social science than in any other subject. Four-fifths were class sponsors and one-fifth were Boy Scout leaders. Salaries ranged from \$800 to \$2,100 with an average of \$1,100.

Only one school out of seven carried insurance on its players. However, nearly one-third of the schools had a team physician who, in most cases, donated his services to the team. Schools in Texas, and probably in most other states, have a long way to go toward adequate medical and insurance plans for school athletics.

How safe is six-man football? Some have the misconception that six-man football is a mild game with few or no injuries. Professor Eastwood's studies of minor as well as major injuries revealed that six-man had more injuries per one hundred players than the eleven-man game. However, a study of the more serious injuries made by Mr. P. F. Neverman of Wisconsin high schools showed six-man had considerably fewer than eleven-man. Likewise, the *American Boy* survey revealed that in 70 per cent of the six-man game, coaches consider the game less hazardous. Individual reports from schools show some schools with no injuries and a few with large numbers. Thus, the hazard of the game is dependent in a large measure upon the proper equipment, fields, and



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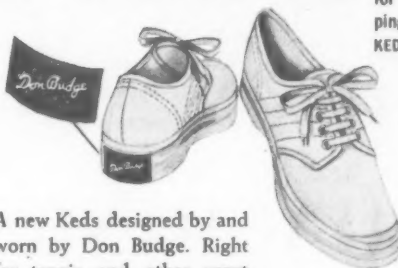
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Frank Leahy



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Aug. 18-23

G. R. TROGDON—L. L. McLUCAS, *Dirs.*

For list of staff see page 45

Eastern Coaching Clinic

MANHATTAN BEACH, N. Y.

Aug. 18-24

CLAIR BEE, *Dir.*

For list of staff see page 32

Indiana Basketball Coaching School

LOGANSPOUT, IND.

Aug. 18-22

CLIFFORD WELLS, *Dir.*

For list of staff see page 49

Lawrence Tech Coaching School

DETROIT, MICHIGAN

Aug. 11-15

DON RIDLER, *Dir.*

For list of staff see page 43

Mid-West Coaching School

SAGINAW, MICHIGAN

Aug. 11-15

M. M. GUY, V. J. NOBLE, *Dirs.*

For list of staff see page 41

North Carolina Coaching School

CHAPEL HILL, N. CAR. Aug. 22-30

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For list of staff see page 52

Northwestern University Coaching School

EVANSTON, ILL.

Aug. 18-30

K. L. WILSON, *Dir.*

For list of staff see page 37

Tennessee Coaching School

JOHNSON CITY, TENNESSEE

Aug. 11-16

W. G. SILER, *Dir.*

For list of staff see page 44

Utah State Agricultural College Coaching School

LOGAN, UTAH

June 9-13

E. L. "DICK" ROMNEY, *Dir.*

For list of staff see page 46 April issue

West Virginia University Coaching School

MORGANTOWN, W. VA. July 28-Aug. 2

ALDEN W. THOMPSON, *Dir.*

For list of staff see page 46

William & Mary Coaching School

WILLIAMSBURG, VIRGINIA

July 28-Aug. 2

CARL VOYLES, *Dir.*

For list of staff see page 48

supervision furnished in each school.

Coaches are urged to make their own surveys to secure aid on problems which puzzle them. Coaches and school officials are a co-operative group and when a self-addressed envelope with a stamp on it is tucked in with the letter, the inquirer usually receives an answer. Names of other schools having six-man football can, in most states, be secured from the state office of the high school association.

Conferences and clinics, too, afford excellent media for exchanging experiences and discussing problems. Coaches who have problems should not hesitate to call on fellow members of their profession for aid and counsel.

The Western Junior Golf Championship

AN unequalled opportunity for high school golfers to test their skill in a tournament of national proportions is presented by the Western Junior Golf Championship which will be held at Iowa State College, Ames, Iowa, June 17 to 20. Coach Hugo Otopalik will be host to the visiting high school players.

High school coaches are urged to interest their players in this tournament which is held under the auspices of the Western Golf Association in co-operation with the universities of the Middle West. For twenty-eight years the Western Junior has been the leading junior tournament in the country and has attracted entrants from all sections of the nation.

The tournament is open to amateur golfers residing in the United States and Canada who have reached their sixteenth birthday and have not attained their twentieth birthday. Play consists of an eighteen-hole qualifying round Tuesday, June seventeenth, followed by two rounds of match play Wednesday, two more on Thursday and a thirty-six-hole final match on Friday.

In connection with the qualifying round there will be a team championship. Any school, club or district golf association may enter a team of five players. The qualifying scores of the four lowest scores on each team will count in the championship. The winning team will gain custody of the R. A. Wood Trophy for a year. High school teams have comprised the majority of entries in the past.

The tournament is one of the best managed junior events in the country. For the past three years the tourney has been held over a university course where the players can be economically housed and fed. Athletic authorities at Iowa State are making extensive plans for the entertainment and housing of the players this year. Rooms in school dormitories will be available for seventy-five cents a night and meals will be one dollar per day.

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the direction of the Western Golf Association and Iowa State authorities. Every effort will be made to care for the boys and assure them an enjoyable stay during the course of the tournament. In the qualifying round each threesome will be accompanied by a scorer, and officials will be on hand at all times to interpret rules.

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sity course under expert supervision is certain to make golf enthusiasts of the contestants.

Some of the greatest names in golf are listed among former winners of the Western Junior. Chick Evans, former national open and national amateur champion; Freddie Haas, former national intercollegiate champion; Paul Leslie, one time Western Amateur champion; Sid Richard-

son, twice winner of the Big Ten championship all got their start as winners of the Western Junior.

If your school has a golf team or if you have students who have displayed golfing ability why not enter them in this year's Western Junior. The entry fee is \$2.00 and should be sent to the Western Golf Association, 111 West Washington, Chicago, Illinois.

Intercollegiate Athletics in Relation to National Defense

By Christian Gauss

Dean of the College, Princeton University

IN talking about preparedness there are a few things that we can do, and there are some things that occurred to me as I listened to some of the discussion this morning.

I think one of the first things that we can do, if we live near a large training camp, gentlemen, is at least to offer our services. I heard some talk which seemed to indicate that we felt that the government or the army was "offish." We have not found it so at Princeton. We are only twenty-five miles from Camp Dix, and we have gone over there and, above all, our coaches have gone over there and offered their services. Equipment, certainly up to the present, has not been abundant. You will remember in the last war there was an immense amount of equipment issued. It didn't always get to the right place at the right time. I think there were 50,000 baseball bats, some of which never reached their destination until long after the war. That is not true now and our coaches have consulted with the officers in charge of the camp, and we have met with the greatest degree of cordiality. A committee of our coaches have carried over soccer balls and footballs, which they were delighted to have, and we have invited squads of the men from six hundred to a thousand to all of the football games held in our stadium this fall. I think it was good for our undergraduates to see those men marching in, and they were very loyal rooters. We had only one disappointment—the day we played West Point—they cheered their heads off for Army.

Now, I think it is very important that we keep morale in the camps as high as possible and our situation differs this year, or at present, from what it was in the last war, because in the last war we were in the war before the men went to the camps and everybody knew that our national fate depended on that war and our attention was centered and focused on the

IN answer to the many requests that reach us for suggestions on ways and means by which athletic men may aid in national defense, articles have been presented from time to time in this publication. The suggestions made by Dean Gauss in an address before the National Collegiate Athletic Association have already been carried out with success by some institutions located near army camps.

men in the camps, as it is not today. The men in the camps have gone there, usually one out of twenty in their age level or class, and we have forgotten all about them.

I think it is too bad that those men therefore, seeing that nineteen others of their age level are still back home and they are there, feel just a little bit as if they had been sent "up the river," and we allow them to feel that. I believe, therefore, if your institution is near a training camp, it will be a good thing for the camp and a good thing for your campus to put yourself in touch with them and give them a friendly hand.

When it comes to other things that we can do, I feel that probably the most important thing, one of the most important (if my voice holds I will tell you another) things we can do is to sell physical education to the colleges themselves. The curse on college athletics and intercollegiate sport goes back to the fact that they grew up out of the colleges and in most cases they still are out of the colleges. They are adjuncts to the college. They are in many cases side shows—the biggest side show still functioning.

If we want to do anything for physical education—and I emphasize its importance for the country, and I don't think it is necessary to tell you why—one of the things that we ought to do is to make our own institutions realize that physical education is a part of college education; that

it is a legitimate part; that it belongs there.

For that reason, I have two negative suggestions which I would like to make. I think we would make progress if we all abolished athletic associations. I know many of you have done so. I do not believe that the athletic association any longer performs any useful function. It only emphasizes the distance between the college and athletics.

Just because athletics did originate outside of the colleges and was forced in, we had the development of the athletic association, which finally gathered the funds and distributed the funds and which in many cases still gathers the funds and distributes the funds.

I am not going to say, gentlemen, that we ought to abolish gate receipts. Personally, I wish we could. I know it is idle to talk about it because financially, for most of us at the present time, that is impossible. But I do think it is a mistake to assume, as a great many institutions still do, that physical education and sports programs should be financed by an outside body with outside sources of revenue, usually a gate or an invitation to a bowl.

I don't think we are going to sell physical education as a part of college education to our own institutions and through them to the country until we succeed in integrating physical education more thoroughly with college education in general. That is the first step, to prove to the country that we believe it is important for the training of the whole man and for morale, as you and I know it is.

Now, the second thing that we must do—and I know some of you have done it, and that much has been done; but it still hasn't been done as much as it should be done, if we are going to sell physical education to the country as a part of college education—that is, of course, to end the athletic scholarship.

I know there is much discussion about it and what constitutes an athletic scholarship, but I believe we all recognize, if we stop to think about it, that any man, any halfback, any interscholastic athlete who gets board, room and tuition because he is a halfback is a professional. He gets board, room and tuition for nine months a year for playing football; he is a professional.

There is nothing wicked about that. I don't think professional athletes are wicked. But if we are in a program of athletics for all, and I think we must be, if we think it is good for the college, then it is not fair to ask amateurs to play against or beside professionals. And you know that when the "ivory hunting" is on (I see you know what I mean) this country is scoured for athletes; whether they have any qualifications for success in college doesn't make any difference.

I do not believe there is a single first-rate interscholastic athlete, no matter how seriously disqualified for success in college on every other count, who will not have invitations to at least six or seven colleges. no questions asked and all expenses paid.

So long as that is true, your athletic teams do not represent the college, and I think we have reached the point where we have got to eliminate from our college teams the misrepresentative athlete—the athlete who does not represent the college—and there are teams in this country today (you and I know of some of them) in which the team has no more connection with the educational system of the college than the Cincinnati Reds have with the school system of Cincinnati.

So long as that is true, gentlemen, you are not going to sell physical education to faculty members as an integral part of education.

On the positive side, I am not going to tell you about the values of college education, of physical education and sport. My experience as a man in charge of morale and the welfare of undergraduates in one college has convinced me that physical gawkiness and social gawkiness go hand in hand. Physical gawkiness—inability to handle your legs and your arms and to move about, to go to the proper place at the proper time—is one of the most serious causes of that vast army of the maladjusted that we are turning out of the colleges every year; and the best normalizing influence that you can find, that I have ever been able to find, is to put that man into competitive sport.

Since that is true, if we believe in physical education and want to sell it to the college, I think one of the things we can do is a fairly simple thing. It should have a regular place on the college schedule. I see no reason whatever why in the fall and in the spring certainly every man who wants to play on a team should not be freed from classes or laboratories, at least from half-past four to six o'clock.

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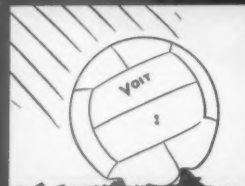
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your engineers and your laboratory people will object, I know, because we have been through it, but we have finally made a mutual assistance pact and we have that arrangement and it works out to the greater good of all. We agree not to schedule any athletic meets or contests that interfere with the schedule but all of our laboratory and our engineering people allow their men, if they are members of teams, to be free from four to six. Sometimes it will mean keeping your laboratories open at night or other hours in the morning, but you and I know that it can be done and unless we think that participation in team play is sufficiently good, sufficiently important for general training to warrant a place in the schedule, I do not think we can expect to sell it to the country.

The next thing that we ought to do is to see that we make the status and the tenure of people in physical education, including coaches, exactly the same as for other teachers in college. At the present time we have a double standard in the colleges, gentlemen. The coach is judged by one and the other instructor by another.

I think, until we break that down, we cannot expect the country to believe that we consider the athletic establishment as part of the educational establishment of our institutions. I think the coach, like the faculty man, ought to be judged on his competence in his own field, in his field of sport. Most of our coaches are college men like the rest of our faculties, and they have developed post-graduate skills to a very high point. If we think there is any value in their services, their position should be precisely the same, and they should be judged not by the number of all-Americans they produce or the undefeated seasons they go through or the bowl invitations that they get but as any other faculty man is judged, by the effect that his teaching has upon the character of the men he teaches.

So it seems to me that is your problem, and I want to say only one word more. I think that one of the things we can do and should do is to correct one of the things that our overemphasis on a rather sterile intellectualism has brought about in wider circles on the campuses. We have too many Hamlets. You will always have some, but I think we have too many Hamlets on our campuses, and I would like to call your attention to the fact that Shakespeare found his Hamlet as a student, a young man, who had just returned from the University of Wittenburg. He had cause for action but couldn't act. He couldn't focus his resources. We have too many Hamlets on our campuses. The gap between thinking and doing is too wide. Somehow, to bring the two together—wise living and intelligent action—we do not always succeed in doing.

I think we have too many of those partly because we teach now in most of our colleges too much history in the wrong



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way. We carry too much historical baggage. We talk about the forces of history as if they were natural forces, physical forces, and the poor devil has seen so many civilizations fall, so many experiments fail, that even our American history seems to him only a wobbling from one failure to another, and he says to himself, "Well, why should I take any risks, why should I do anything? The forces of history operate without men and upon men anyway. The stream of history, like the Mississippi, flows on; the river keeps flowing on. Why should I do anything about it? How great is the sea and how small my ship!"

Now, that disastrous attitude which is very bad for morale results in the fact that nothing touches so many of these young men where they live. I believe we have got to make Jack and Jill understand that there is no future for them except the future that they make for themselves, that it depends on the energies that Jack and Jill release and the aims toward which they direct those energies.

So I think nothing can help more in normalizing our present generation of undergraduates and in making for morale than to make them understand once again the old, old lesson: "In the sweat of thy brow shalt thou earn thy bread." Nowhere that I know is that lesson made plainer to the average undergraduate today than on the playing fields of competitive sports.

Duties of the Softball Coach

By Morris Kaufman

Director of Athletics, High School
Mountaintale, New York

HAVE you ever considered how many games are lost or how many games could be won if the runner rounding first or coming into third were given the proper directions? The "five o'clock managers" will always criticize the coach for sending his runner around third only to be put out, but will pass by any comment when the runner scores. Coaches have spent many sleepless nights trying to weigh the scales in favor of sending the runner on to another base or holding him on the one he has reached.

The above is true of both baseball and softball but especially so in the latter sport. Many small schools are finding it financially impossible to carry through a regular schedule in baseball and, therefore, are sponsoring softball. Since softball is an up and coming interscholastic sport, it becomes necessary to show a greater percentage of games won rather than games lost. No matter what the

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sport may be, every coach wants to win as many games as he possibly can. From a study made of sixty softball games which were won or lost by one run, I came to the conclusion that each decision might have been reversed had the proper coaching methods been used.

Coaching in softball is quite unlike that of baseball. A baseball coach must serve more than his purpose of advancing the runners. He will try to steal the catchers' signals, the signals among the basemen or between catcher and infielders. He will also watch the pitcher to give his runner the proper start in stealing a base or relay a signal to the batter to protect his base runner stealing that base. We have no such set-up in softball. The coach, therefore, should concentrate on the important phase of advancing his runners up to and beyond first base or third base, whichever the case may be.

The coach of the team should always occupy the third-base box and an assistant or one of the players who has shown himself to be a level-headed and clear-thinking individual should occupy the first-base box. The reasons that the coach should occupy the third base are two-fold:

(1) He has been with baseball long enough and his years of experience have given him that sixth sense which prompts him to determine the extent of the hit or the error. He is familiar with his own players to the extent that he knows the speed of each one. If he is on his toes at all times, he might pick up some valuable pointers about the throwing arm and fielding ability of the opponent's outfielders.

(2) He is more willing to gamble in sending his runner home, even if there is but the slightest chance of the runner scoring. He knows the power of his batters and, if in a clutch, will rest his chances with his runner rather than with his batter.

The first and most important thing for a coach to do is teach his team members that they must listen at all times. A player who runs bases without the aid of his coach is comparable to the stroke in a crew not taking orders from the coxswain. The dare-devil type of runner will always find himself caught trying to stretch his hit and the over-cautious type of runner will find that his triples become doubles and his doubles singles. Both types can only be corrected with proper coaching from the coach's boxes.

The First-Base Coach

The first-base coach has but one duty; namely, to get his runner to second or beyond. He should have a keen sense of judgment and the ability to make rapid decisions. The start and run to first base are important to the batter but, beyond that, the runner is in the hands of the coach. When a batter hits, he usually takes his glance in the direction in which

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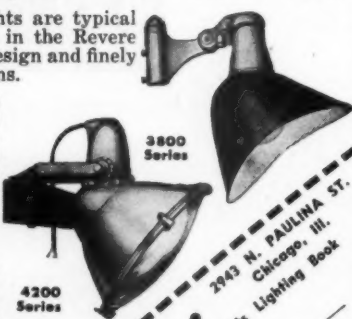


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the hit is going. If it is an infield hit, he will dig to get to first base in time to beat the throw. However, if his hit is beyond or over the heads of the infielders, he comes up to a point about fifteen feet before the base and gets ready to round the base. He does not know, then, how far the ball has gone. The coach, with his eyes following the ball, can then judge the hit. If there is a chance for another base, he should direct the runner by calling the number 2 which message will tell the runner to stop at second base. No signal will hold the runner at first.

On a long hit, the coach should again designate, using his judgment as to the position of the infielders, the outfielder's arm and the bounce, the number of bases the runner is to take; "take two" for a two-base blow and "take three" for a three-base blow. The first-base coach as well as the third-base coach must also hold his runner after a foul or fly has been caught and start him at the proper time.

Third-Base Coach

The third-base coach is expected to be the greater "gambler" than the coach at first base. He may or may not use the designated number signals. I say may not because the runner is most often looking at him while running into third. I have found it very convenient to use the arms-stretched-upward signal to hold the runner at third or the arms-waving-from-left-to-right signal to send the runner home. In both cases, to save the player any unnecessary injury, the coach should judge and designate whether the play requires the runner to slide. If the coach finds that the play will be close, he might use a signal of palms downward (the umpire's safe signal) or one upon which he and his players have agreed beforehand. In the latter case, a hand signal does not always prove successful so a message such as hit the dirt, push hard, or any other oral remark may serve.

The third-base coach should also judge the hit to the extent that the runner, starting at first, should be given the verbal signal of advancing to third rather than slowing up going into second while looking for the ball.

With a little practice in judgment and direction, the team coach will find those close one-run games going in his favor rather than to the opposing team.

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The Football Rules Committee Sees Aid to Offense in Recent Football Rules Changes

By Bill Scanlan
Notre Dame University

CHANGES in the 1941 football rules will aid the offense by encouraging more passing near the goal line, will eliminate confusion of officials when the ball is handed forward at the line of scrimmage, and will decrease the possibility of injury to players, members of the Football Rules Committee of the National Collegiate Athletic Association predicted in comments for THE ATHLETIC JOURNAL.

"There seems to be a general misunderstanding about how changes in the football rules are handled," emphasizes W. R. Okeson of Lehigh University, Bethlehem, Pa., who is chairman of the group. "The Football Rules Committee at its annual meeting merely approves in principle certain changes and then the work of incorporating these changes in the rules starts. As the committee is scattered all over the country, it takes quite a while before the wording is definitely decided on and the rules changes finally approved." He added that the exact wordings of the much-discussed rules changes have just recently been selected.

L. H. Mahony, director of athletics at the University of Denver, predicts advantages for the offensive team, saying: "The change doing away with a touchback on an incompleting pass in the end zone on the fourth down will help the offense and should result in a little more scoring." Dana X. Bible, athletic director at the University of Texas, thinks the rules are "a shot in the arm to speed up the game, help the offense without hurting the defense too much, and make football more interesting for the spectators." He adds, "The ruling on the fourth down, incomplete pass in the end zone, which will be treated as though the pass was incomplete on the field of play and will not be ruled a touchback, will encourage more passing for touchdowns. Next fall when football teams are pounding at the goal for a touchdown they can try a forward pass in the end zone, and, if it fails, they will still have their opponent in the hole, inasmuch as the ball will not be brought out to the 20-yard line."

George F. Veenker, director of athletics at Iowa State College, also jumps on the bandwagon for the team with the ball. "We certainly have helped the offense."

The alteration in the old rules which allows the ball to be handed forward to any player behind the line of scrimmage has taken the spotlight in the pre-season discussions for the "aid-to-offense" campaigns. Members of the Rules Committee

feel that the change will not only benefit the teams addicted to the razzle-dazzle, dippy-doodle type of football, but also it will legalize rules often illegally violated and thereby will make officiating just a bit more livable.

Amos Alonzo Stagg, life member of the committee and coach at College of the Pacific, clarifies the point when he says: "When the ball is handed forward to a lineman, the back must be at least one yard back of the line of scrimmage and facing his own goal. It looks as though the effect of this change will tend towards tightening up the defensive line but really none of us can forecast how the ingenuity of our coaches may develop this feature of offense, which probably will add to the problems of the defense." Mr. Okeson further substantiated that interpretation of the rule, eliminating the first-impression comment of some football experts of the country who stated that the ball might be handed to the lineman at the line of scrimmage.

W. A. (Bill) Alexander, athletic director at Georgia Tech, believes that the exponents of the Warner system will especially benefit from the change. He reports: "As I understand it, the ball may be handed first from one backfield man to another back of the line of scrimmage, or may be handed forward to a lineman who has come out of the line of scrimmage and who is at least one yard back of the line of scrimmage when he receives the ball. That being the case, I do not see much difference from what we have been playing. It seems to me that it simply reverses a play that a great many teams have been using in the past few years, where the blocking back drops into the line and hands the ball off to the quarterback, who in turn laterals it to somebody else. Most of the time on that play, they handed the ball forward.

"I believe the exponents of the Warner system have always wanted this rule as they figured it would help them on their double reverses, as they could fake a man coming behind, completely spin, and hand the ball off in front. I do not see that that will be much different from the present double reverse."

Coach Bible of Texas emphasizes the fact that the change in the rules will legalize plays that some of the teams already have been using illegally. "It will mean more plays in which the ball is handled in the backfield, and therefore more deception." He interprets what the ruling will be if the ball is mishandled thus: "When the ball is handed forward behind the line of scrimmage (the ball not leaving the hand until taken by the receiver) this is not considered a forward pass and if muffed is treated as a backward pass. The ball may not be handed forward to any offensive player who is on the line of scrimmage or to any player who comes from the line unless he has faced his own

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goal and is at least a yard back when he receives the ball. If the first man to receive the snap-back hands it forward to another player who in turn tosses it backward to a team mate who in turn throws a forward pass, this will not be considered the forward pass of that down."

"The rule legalizing handing the ball forward behind the line of scrimmage will do away with considerable confusion from the officiating standpoint," suggests Mr. Mahony. "It remains to be seen what additional plays will be developed as a result of this rule. The principle value of the rule is to legalize some of the plays that have been in use for a number of years."

Alteration of the substitution rule has been the favorite consideration of Mr. Veenker. "The Rules Committee," he says, "since 1931 has looked at every change from the angle of whether it would increase or decrease the possibilities of injuries. There is no one that can gainsay that they have not done a good job. We now have eliminated the doctor on the field trying to make up his mind in a close game whether or not an injured player has to come out or can continue, the coach prancing up and down the sideline with his substitute. The entire two minutes are used up and still the officials are not sure. They can now take him out in the first thirty seconds and use some time on the sidelines to assure themselves that no further damage is involved because they can send him back in. The rule may have speeded up the game. No one knows as yet. But, if it works to the detriment of the game, it can be changed or modified in another year."

"The smaller colleges needed this break. With their squads of approximately twenty-five men, with injuries more numerous, they needed the opportunity of changing their boys with more freedom than the larger institutions. When the bigger institutions play, I do not see any reason to believe that their substituting will change any more because of this rule than heretofore."

The rule in question means that a player may be substituted as many times as desired.

Coach Bible helps clarify the rule by pointing out that an eligible substitute may replace any player at any time. After a substitute reports he can communicate. No player withdrawn or who has just entered can withdraw or re-enter until after a down ensues. He further pointed out, "During the last two minutes of play after the three time outs are exhausted, timeout will be taken to make a substitution, but the watch shall be started again as soon as the substitution is completed."

The Texas coach believes there has been another rule added which will also aid the offense—"that of using three balls on a wet field. There will be an attendant on each sideline to clean the ball after each

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down, and in that manner teams always will be playing with a dry ball, helping their passing and kicking."

The committee also recommended uniform numbering of players in various positions to benefit spectators, officials, and the press. At no time will the ball be put in play closer than fifteen yards from the sidelines.

The gentlemen of the Rules Committee are taking a bow for helping the offense—and for making the game more interesting for those who make possible the greatest game of collegiate athletics—the fans.

Military Value of Games

By E. R. Abramowski

Athletic Director, Erie Technical High School

IN these turbulent times when the democracies are fighting for their very existence against totalitarian armies trained under militaristic, disciplinary methods from their very childhood, the question that often arises is whether the formal method of physical education as administered in those countries is superior to our democratic curricula of physical education, for the development of pre-military qualities in the youth of our nation. The answer is NO!

The axis nations ruled by dictators employ, for the most part, a physical education program based on the severe Prussian militaristic system of formal gymnastics and disciplinary calisthenics which develop mechanical obedience, stifle imagination and initiative and promote docility. Such a program, it can readily be seen, suits the purpose of the dictators, and therefore meets the needs of the totalitarian countries whose form of government is based on the undisputed obedience of its leaders.

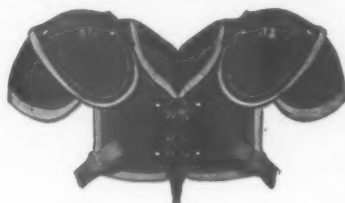
However, in those nations governed by ideals, in which the people have the right to voice their opinion, and whose laws are made to adhere to the rule of the majority of its people, we find the rigid program of disciplinary physical education, to be antiquated and inappropriate, as it destroys those very qualities which are the "life blood" of democracy, namely, independence of thought and action, initiative, imagination, and the free use of intelligence.

The Prussian system of military calisthenics and formal stunts may be suitable to the development of pre-military qualities for peoples who have lost their identity as humans and have become automations, blindly obeying the commands of their superiors; for peoples, chilled with fear to the extent that they are devoid of free thought and initiative, whose stifled imagination and censored knowledge make them wholly dependent upon their leaders. Such a program, it is readily apparent, could not be sponsored in a country, in

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which the people are accustomed to the liberties and rights under the democratic form of government.

The democratic system of physical education, which has the games curricula and free play as its core, has been developed to dove-tail in promulgating the spirit of democracy in its youth. It condemns the disciplinary calisthenics and formal gymnastics, and has proven them to be inefficient as a method of developing physical vigor, stamina and endurance; wasteful of time, and contrary to democratic ideals. The games curricula, in addition to proving superior as a method of developing vitality, courage, and vigor, have also proven efficient in the development of easy body movements, poise, self sacrifice, initiative, imagination and intelligence. It stands as the primary contributor of that element of pre-military training, which is most important in any man's army, known as "esprit de corps," team play or morale.

Recently, Tom Wintringham, the man who is responsible for training England's Home Guard, is accredited with making this remark, "People fighting for democratic ends and using democratic means are vastly superior to soldiers trained as automatons to fight in obedience to authoritarian commands."

This is the age of machinery. Modern warfare is mechanical warfare which requires highly skilled, technically trained men, soldiers who understand the operations of their machines; troops that have initiative and imagination; men who can carry on when separated from their command; men trained in leadership and capable of leading when the emergency arises; men imbued with democracy who know that co-operation and team play are synonymous with success. It is such men

that we hope to develop under our democratic system of games and free play.

The games curricula not only provide our youth with the pre-requisites of military training but, in many instances, develop under the democratic atmosphere of play many of the skills essential to warfare and directly applicable to that art.

Have you ever considered how effective a Bobby Feller or a Sammy Baugh could be with a hand-grenade? Or how useful a Wolcott would be on a field strewn with obstacles? Or how much faster an agile person like Harmon or Kimbrough could advance on a shell-riddled field?

Bear in mind that physical education is concerned only with the developments of pre-requisites of military training. Military training is of course an entirely different field designed to prepare our young men for the mechanical tasks of warfare and is the job of our naval and military experts.

I have listed below some of America's most popular games, as well as the military qualifications desired in a good soldier, and very subjectively, attempted to illustrate how each game or sport contributes its share of the elements essential to a good warrior. In as much as this is a subjective analysis, it will without doubt, leave room for controversy, as to the true amount each game actually contributes both qualitatively and quantitatively. It will, however, serve our purpose of showing at a glance how each game aids in the development of the pre-requisites of military training.

As suggested by Mr. Abramowski, there will be differences of opinion on this analysis. Readers of this article are invited to send us their comments for future publication. Editor's Note.

MILITARY VALUES OR PRE- REQUISITES	FOOTBALL	TRACK	BASKETBALL	BASEBALL	HOCKEY	LACROSSE	TENNIS	SOCCER	GOLF	BOXING	WRESTLING
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VIGOR.....	XXXX	XXX	XXX	XXX	XXXX	XXXX	XX	XXX	X	XXXX	XXXX
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ESPRIT DE CORPS.....	XXXX	X	XXXX	XXXX	XXXX	XXXX	X	XXXX	X		
CO-OPERA- TION.....	XXXX	X	XXXX	XXXX	XXXX	XXXX	X	XXXX	X		
SELF SACRIFICE....	XXXX	XX	XXXX	XXX	XXXX	XXXX	X	XXXX			
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In the rush of your closing days we can serve you by contacting for you the manufacturers in whose products you are interested.

In going through the list, note carefully the many coaching aids that are at your disposal without cost. Many of these will aid you in your community recreation programs and will be valuable additions to your coaching libraries.

The **ATHLETIC JOURNAL** has available in booklet form a limited number of copies of Joe Gargan's article, *How to Learn to Hit*, which appeared in the April issue. One copy will be sent free to each coach requesting it.

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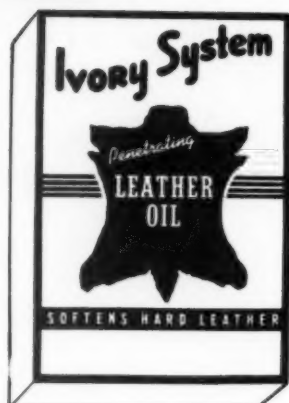
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